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ABSTRACT

This manual guides K-12 teachers through a two-week study of the election process in Indiana culminating in a school-based election. Election procedure is followed from voter registration through election returns. Indiana law mandates the study of elections during election years; this manual was created to facilitate the process. Grade levels and themes include: (1) "Grades K-1: I Scream - You Scream - We All Scream for...!"; (2) "Grades 2-3: It's a Right! Right?"; (3) "Grades 4-5: No Joke You Can Vote!"; (4) "Grades 6-7: Where In The World Is Your Candidate?"; (5) "Grades 8-9: It's Party Time!"; (6) "Grades 10-11: Voting, It's Not A Spectator Sport!"; and (7) "Grade 12: You Can Make A Difference. It's Time to Vote!" Lessons and teaching suggestions accompany each theme, appropriate to each grade level. A 49-item bibliography and a reference list conclude the unit. (EH)

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indiana kids' election

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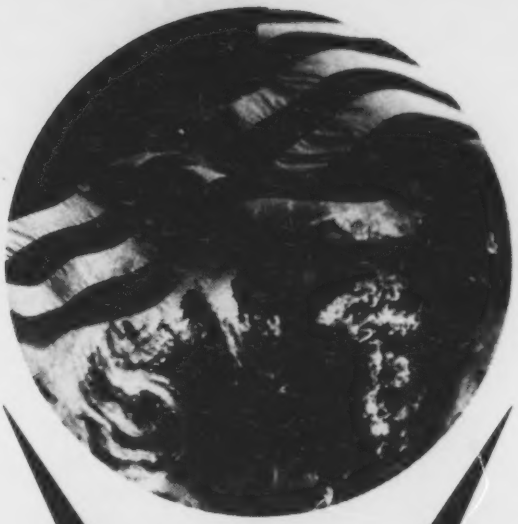

ELECT TO CONNECT

1996

Elect to Connect integrates new technology, the Internet and newspapers.

***The Indianapolis Star* and *The Indianapolis News* contributed the first section of the 65-page Elect to Connect guide to the Indiana Kids' Election. For more information on receiving all of this material, please call (317) 633-9431 or 1-800-633-9431.**

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Welcome to the Indiana Kids' Election, where the voting age is lowered to five. If your school participates every two years, your students develop an important habit: voting each election day. We believe that students learn by doing.

Since we hope students will vote every two years in each general election, these lessons provide different activities every two years. The writing team of classroom teachers developed materials for specific grade levels based on various themes. Because of this, we urge teachers to examine all lessons in this guide. Lessons marked for other grades may be more useful to your students by adapting them to higher or lower levels, depending on your students' interests and abilities.

Indiana law requires at least five days of study about the election within two weeks of every general election for grades 6 through 12. Culminating this study with a classroom election on Election Day is the most meaningful approach to this mandate. Grades K through 5 students can and should participate in election activities, too.

Please send us your comments and suggestions as we work together to bring voting to life for students in Indiana.

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guidelines

Indiana Kids' Election modeled after a program, begun in 1988 under the direction of Dr. Victor Smith with Indianapolis Public Schools, stimulates interest in the election. It is based on the premise that voting is occasionally done by inspiration but is more often done by habit. Some students acquire this ability from parents, but many do not. A school-based classroom election can firmly establish the voting habit. Students take an active participatory role of making electoral choices in our democratic system and they begin to understand the electoral process before they reach the legal voting age of 18.

The study of elections is guided by state law. Indiana Code 20-120.1-4-3 (a) states:

> Each public and nonpublic school shall provide within the two (2) weeks preceding each general election for all students in each of grades six (6) through twelve (12) five (5) full recitation periods of class discussion concerning the system of government in Indiana and in the United States, methods of voting, party structures, election laws, and the responsibilities of citizen participation in government and in elections.

The two-week span referred to in the law extends from October 22 to November 5. When students study about the election and participate in the Indiana Kids' Election, they catch the spirit of voting at the same time adults are voting during the peak moment of society's political interest.

Any school, or part of a school, may participate by following the guidelines. These simple procedures allow students from any grade to experience voter registration in early October and vote on November 5, simultaneous with the actual events.

Here is how it works:

1. Any elementary, junior high or high school may participate. Each school chooses a building coordinator who organizes the jobs to be completed at the school.
2. Each school establishes a voluntary registration procedure ending October 7, 1996, which is the actual final day for voter registration. A simple master list showing name and grade level included in this packet should be adequate. Retrieval will be easier if students register by room number (first period room for secondary). Students may vote only if they have registered. Please inform the school contact of the number of students registered in your class. Using a rubber stamp, stamp the students' hands after they register and after they vote on Election Day.

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3. The election will be held on November 5, 1996, during hours to be set by each school. Ballots will list candidates for President and Indiana Governor. Polling booths should be set up in a central location. Election officials, perhaps including students or parents, should check registration and hand out ballots. A master copy of the ballot follows these guidelines.

4. Ameritech is supporting this project by coordinating the compilation of returns. Your election liaison will oversee the counting of ballots and then contact "Election Central" at **(888) 225-VOTE** between 10 a.m. and 5 p.m. of November 5th. Or fax results to **(888) 227-VOTE**. Both are toll free numbers. Results will be announced to the media that evening. All school coordinators will be mailed final results on November 6th.

5. Changes in these procedures may be necessary to meet building needs. Two essential features should be observed:
   1) a registration cut-off, and
   2) voting on November 5th.

   A registration form and ballot are included for your convenience.

Elaborations are, of course, possible and encouraged. These procedures, although simple, are designed to foster the voluntary habit of voting beginning at an early age. This effort allows students to experience making a choice among candidates on Election Day and heightens their awareness of election activities because of their active, voluntary participation.

CHECKLIST FOR ELECTION LIAISONS

____Secure students, teacher assistants or parents as needed.

____Copy registration forms and ballots following this page.

____Organize voluntary registration by October 7th and prepare list for Election Day.

____Arrange for private polling booths and ballot boxes.

____Organize a method for those registered to voluntarily vote on November 5th.

____Set the hours for voting.

____On November 5th, oversee the counting of ballots. Call in results to Election Central **(888) 225-VOTE**, or fax **(888) 227-VOTE**. Both of these are toll free numbers.

FOR WRITE-IN VOTING

All write-in candidates file in advance with the county of the Indiana Secretary of State. You can't write-in a vote for someone who has not been declared as a candidate in advance.

8

voter registration

Room No. (Period)_____
Grade_____
School_____
Corporation_____
County_____

PRINT NAME	PRINT NAME	PRINT NAME

Indiana Kids' Election - 1996

Vote for one in each office by marking an "X" in the box. Or write a different name on the lines below.

U.S. PRESIDENT/VICE PRESIDENT

Republican	❑ Bob Dole/Jack Kemp
Democrat	❑ Bill Clinton/Al Gore
Reform Party	❑ Ross Perot/Carl Owenby, Jr.
Write-In	❑ _____

INDIANA GOVERNOR/LUEUTENANT GOVERNOR

Republican	❑ Stephen Goldsmith/ George Witwer
Democrat	❑ Frank O'Bannon/Joe Kernan
Libertarian	❑ Steve Dillon/Leona McPherson
Write-In	❑ _____

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Libertarian	❑ Steve Dillon/Leona McPherson
Write-In	❑ _____

RESOURCE
grades k-1
GUIDE

GRADE LEVEL K – 1

LESSON 1

elections: learning to choose!

INTRODUCTION / MAIN IDEA

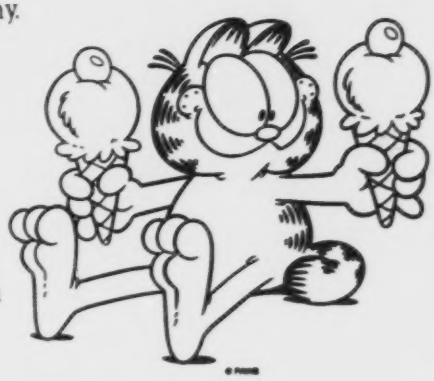
Students simulate voting in this opening activity by making choices about ice cream. This early introduction of a product appealing to children will grab their attention as well as engage them in a decision-making process similar to an election. The teacher will prepare children with activities to aid them in decision-making.

OBJECTIVES

As a result of this activity, the students will develop an understanding of an election by:
1. Classifying elections according to primary and general.
2. Developing an understanding of electoral geography.

VOCABULARY

candidate – a person who is running for an office
choice – the power or act of choosing
city – a large community
decision – a choice or judgment
election – a process by which someone is selected
our country – the United States, the land we live in
state – one of the 50 states of the United States
vote – a way people decide among choices



MATERIALS NEEDED

Graphing materials; large and small maps of the United States, Indiana, and candidates' states; string; pictures of candidates; crayons; and *Making Up Your Mind* by Joy Wilt Berry

STRATEGIES / ACTIVITIES

1. TEACHING ABOUT PRIMARY AND GENERAL ELECTIONS

a. Read to students the book *Making Up Your Mind* by Joy Wilt Berry.
b. Ask students to identify their favorite ice cream.
c. Have the class compile a list of everyone's choices. Use a graph to identify similarities, differences and the overall choices of the class.
d. Let the class vote to identify the top four choices. This decision-making process can be compared to the actual primary election. With the class, discuss their graph that demonstrates the choices determined by voting.

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e. Have the students vote to identify their preference from the top four choices. Compare this decision-making process to the actual general election. Graph results.

2. TEACHING ABOUT REGIONS

a. Using a large class map of the United States, students, with the teacher's assistance, can identify hometowns of candidates.

b. For local and state elections, the focus will be regions in Indiana. For national elections, the focus will be candidates' home states.

c. In cooperative learning groups, ask students to locate individual candidates' hometowns in relation to students' hometowns using string.

d. As a means of evaluation, have students independently identify the hometowns by coloring each one a specified color.

SUPPLEMENTAL RESOURCES

1. Reading materials about making choices
2. Reading materials about presidents: *George Washington* by Ingri and Edgar Parin D'Aulaire, Doubleday, New York
3. Additional graphing activities
4. Related software

EVALUATION

Students can be evaluated based on whole group participation, and the final map activity.

GRADE LEVEL K - 1

LESSON 2

campaigns: convince me!

INTRODUCTION / MAIN IDEA

Continuing the ice-cream theme, this lesson will begin by showing children various multi-media ice-cream advertisements. Their developed levels of understanding will then be transferred to political campaigning using positive and negative advertising.

OBJECTIVES

As a result of this lesson, students will be able to develop an understanding of a campaign by comparing and contrasting positive and negative campaigns.

VOCABULARY

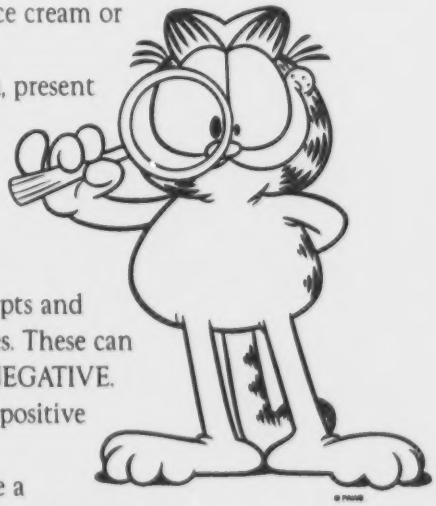
advertisement – information intended to encourage people to buy a product
campaign – actions taken to encourage people to vote for a candidate
negative – harmful
positive – favorable

MATERIALS

Newspapers (including advertisements), magazines, recorded television clippings, television, VCR, poster board, camcorder, button machine, art supplies

STRATEGIES / ACTIVITIES

1. Have students preview gathered advertisements on ice cream or some similar product and discuss.
2. After students have become familiar with the media, present them with campaign excerpts.
3. Allow children time to preview these documents. Discuss as a whole class their opinions, and encourage them to identify the positives and the negatives.
4. As a whole group, review additional campaign excerpts and classify them according to positive and negative ones. These can be displayed on poster board titled POSITIVE and NEGATIVE.
5. As an extension, children can graph the number of positive and the number of negative excerpts.
6. In cooperative learning groups, have children choose a relevant candidate and create a positive and a negative advertisement.



7. EXTENSION ACTIVITY – Ask students to design campaign buttons and create commercials using election symbols such as a donkey, elephant or Uncle Sam.

EVALUATION

Students will be evaluated based on whole group participation. In addition, students can be evaluated on completed activities.

GRADE LEVEL K – 1

LESSON 3

candidates: who is your favorite?

INTRODUCTION / MAIN IDEA

Students will continue the ice-cream theme. This lesson will begin by allowing children to sample different ice creams. This ice-breaker will introduce children to classification, and the knowledge gained then will be transferred to a similar activity pertaining to candidates.

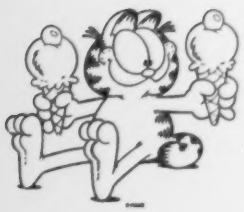
OBJECTIVES

As a result of this lesson, students will develop an understanding of a candidate by:

1. Classifying political parties.
2. Recognizing issues.

VOCABULARY

Democrat – one of the two main political parties in the United States
Independent – not taking sides
political party – organizations that work to get their candidates elected
Republican – one of the two main political parties in the United States



MATERIALS NEEDED

Different brands and flavors of ice cream, eating utensils, various examples of political candidates' campaign advertising, writing materials, book-making materials

STRATEGIES / ACTIVITIES

1. Display different brands and flavors of ice cream and allow students to sample. Classify by what they like and do not like. Discuss.
2. After students become familiar with classification, present them with candidates and their platforms and discuss.
3. Read current newspaper articles, and read and discuss parts of *Encyclopedia of Presidents – George Washington* by Zachary Kent.
4. Have students list candidates and identify what they like and dislike about each.
5. EXTENSION ACTIVITY– In cooperative learning groups make a book titled *I Like..... (chosen candidate)* with each child doing a page.

EVALUATION

Students will be evaluated based on whole group participation. In addition, students can be evaluated on completed activities.

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GRADE LEVEL K – 1

LESSON 4

voting: just do it!

Introduction / Main Idea

This section provides the culminating activity that will provide children with the opportunity to apply the knowledge they have gained throughout the previous lessons with the end result creating the answer to "What am I doing, and why am I doing it?"

Objectives

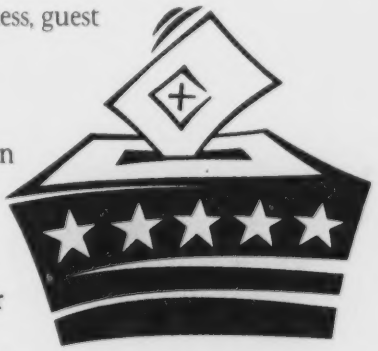
As a result of this lesson, students will develop an understanding of the voting process by participating in the classroom election and voting.

Vocabulary

ballot – the list of names and/or offices on which voters make their choices
classroom election – make-believe voting election
polling place – the place where you vote

Materials Needed

Red, white and blue ballot box, materials on voting process, guest speakers, paper ballots and books about elections



Strategies / Activities

1. Open this lesson by reading selections from the election books listed below.
   a. *Voting and Elections – A New True Book* by Dennis B. Fradin
   b. *The Vote: Making Your Voice Heard* by Linda Scher
   c. *Electing a President* by Diana Reische
2. Introduce a ballot and an overall view of what it is like to visit an actual polling place. Encourage students to remember Lesson 1, when they had to vote on their favorite ice cream.
3. Invite parents or first-time voters to share the process of voting.
4. Present information about a school classroom election. Make and decorate a ballot box in red, white and blue.
5. Send home parent information, including sample ballot and mock election invitation. Include an invitation asking all participants to wear red, white and blue.

6. Have children participate in the school's classroom election.
7. After experiencing the mock voting process, have the children reflect by dictation/writing what the experience was like. In addition, have them reflect on what it would have been like if they did not have the right to vote.
8. EXTENSION ACTIVITY– Send congratulation letters, cards and pictures to newly elected officials.

EVALUATION

Students can be evaluated based on whole group participation and the completed activities.

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GRADE LEVEL 2 - 3

LESSON 1

the history of voting

INTRODUCTION / MAIN IDEA

U.S. citizens have fought for the right to vote, sometimes through physical confrontations and sometimes through changing attitudes. Voting is a right, but it is also a responsibility often taken for granted. Through this lesson students will be exposed to our country's voting history and look forward to the time that their vote will count!

OBJECTIVES

As a result of this lesson, students will be able to:

1. Identify important voting dates and people who worked to get voting rights.
2. State some reasons why people do or do not vote.
3. Relate voting history to each other and understand the importance of voting.
4. Make a puzzle time line to show some important events in voting history.

VOCABULARY

Constitution – a document establishing the powers and limits of government
time line – a graph showing the order of events
vote – a way people decide among choices

MATERIALS NEEDED

12 1/2 x 18 piece of paper; time line activity; pencils and glue

STRATEGIES / ACTIVITIES

1. Read a story to the class with some information about the voting process.
2. Discuss important events and people who influenced voting in the United States.
3. Show a copy of the Constitution and discuss the importance of it in determining who can vote.
4. Discuss why people do or don't vote.
5. Discuss how it would feel not to be able to vote.
6. Present time line of events and discuss.
7. Let students use puzzle time line to cut and match.
8. Glue matching pieces in chronological order.

9. Have students calculate when they will be eligible to vote, and include this date on their time line.
10. Send home a sheet where the child can list three adults they know and the year they first voted.
11. Include this information, when it is returned, onto the time line.

SUPPLEMENTAL RESOURCES

- Encyclopedias (Books and CD's)
- Biographies of people named
- Other books relating to voting or elections including your social studies text
- Handouts "Why People Vote" and "Why People Don't Vote", Grade 10/11, Lesson 1
- *Voting and Elections — A New True Book* by Dennis B. Fradin, Children's Press, 1995
- *The Vote: Making Your Voice Heard* by Linda Scher, Steck-Vaughn, 1993

EVALUATION

The completed time line will demonstrate student understanding of chronological order. Through discussion, determine student understanding of concepts presented.

1. Why couldn't all adults vote at first?
2. What had to be done so that all adults could vote?
3. What different groups received the right to vote throughout the years?
4. Why will you vote?
5. Which person who helped change the voting laws do you admire most? Why?

ADDITIONAL INFORMATION / FACTS FOR THE TIME LINE

- Stamp Act protest – A result of "Taxation without Representation" (No Americans had the right to vote), 1765
- Independence Day – July 4, 1776
- George Washington elected by votes of white male property owners – 1789
- African-American men allowed the right to vote – 1870 (15th Amendment)
- All women who were U.S. citizens granted the right to vote – 1920 (19th Amendment)
- Voting Rights Act – 1965, prevented any state from using tests or poll taxes as a reason for not letting someone vote.
- 18-year-olds vote in national election – 1972 (26th Amendment)

LESSON 1

the history of voting

These are a few of the important dates that have affected voting rights in the United States. Find out how much you know about history. Draw a picture for each box below. Cut out and paste on the time line.

1870 African-American men allowed to vote	1920 Women allowed to vote	1965 African-Americans' right to vote protected	1972 18 year-olds vote in national election	The year you will vote.

★ 19 ★ 22

GRADE LEVEL 2 - 3

LESSON 2

getting the vote

INTRODUCTION / MAIN IDEA

When people run for political office, they campaign using a variety of strategies, in order to win votes. In this lesson students will explore and identify the various campaign strategies using their favorite cereals as candidates.

OBJECTIVES

As a result of this lesson, students will be able to:

1. Identify popular campaign strategies and match examples of these strategies.
2. Collect examples of various media to campaigns for their favorite cereal candidate.
3. Graph information on cereal choices.
4. Design their own cereal boxes.

VOCABULARY

campaign – actions taken to encourage people to vote for a candidate
campaign advertisement – ads intended to encourage people to vote for a candidate
candidate – a person who is running for an office
commercial – radio or television advertisement
propaganda – information supporting a particular point of view
symbols – pictures that represent ideas

MATERIALS NEEDED

Cereal boxes; crayons, markers, paints, glue, scissors; newspaper and magazine ads, television commercials for cereal; index cards for examples of propaganda techniques and activity sheet; white paper that will fit around the cereal box

STRATEGIES / ACTIVITIES

1. List cereal favorites of your class.
2. Look at cereal boxes and see what symbols are on the box that identify each.
3. Ask how your family decides what cereals to buy
4. Graph information from 1 and 3.
5. Show taped commercials of cereals or share newspaper and magazine cereal ads.

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6. Discuss what students notice about the ads and what appeals to them.
7. Introduce popular techniques used in making commercials and ads for candidates:

- BANDWAGON – convincing the public that "everyone" is voting for the candidate. "Everyone likes Kickers cereal, you should try them too."
- CARD STACKING – presenting only favorable facts about a candidate, omitting unfavorable facts. "Sugar Bombs are good for you, and they are loaded with nutrition! They taste the best of any cereal."
- GLITTERING GENERALITIES – using broad, vague words to influence voters and get acceptance without looking at the facts. "Cocoa Fluffs are wonderful, marvelous delicious, fantastic and fun to eat."
- NAME-CALLING – giving opposing candidates bad labels to get voters to reject the opponent without looking at the evidence. "Fruity Duds are better than those phony store brand imitations."
- PLAIN FOLKS – making the public think the candidate is ordinary, just like them."Cornflakes are plain – That's right! Just plain good for you!"
- TRANSFER – associating something the public thinks is good to the candidate, i.e., freedom, the flag. "Eat Team Happio's — the choice of American champions."
- TESTIMONIAL – getting famous, well-liked and respected people to support the candidate. "Hello, my name is George Washington. I eat Cherry-O's. You should too!"

8. Review examples of propaganda techniques.
9. From a stack, let students draw index cards that have the examples given above written on them.
10. See if the class can guess which technique is shown.
11. Let students make pictures of the seven new cereals that were used above. (See the handout.)
12. Let students make up their own commercial to match each technique (if time allows).
13. Look again at the actual cereal advertisements and have students identify and discuss campaign techniques that companies use to sell their cereals.
14. Students will vote by secret ballot for their favorite cereal and graph the results.
15. EXTENSION ACTIVITY (for classroom or home activity) — Students can work alone or in groups to design a new cereal box using the techniques they have learned to persuade classmates to try their new cereal. (Wrap new design around existing cereal boxes.) Class can vote on its favorite new cereal.

EVALUATION

Student understanding will be demonstrated through discussion, graphing and creating new cereal boxes and products.

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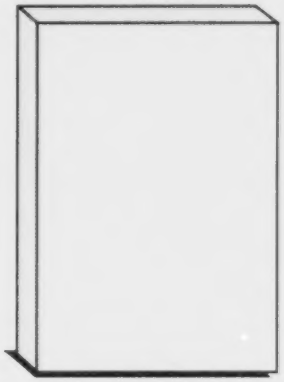
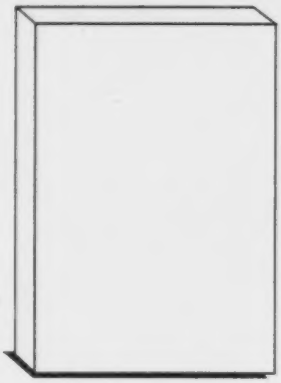
LESSON 2

design a cereal box front

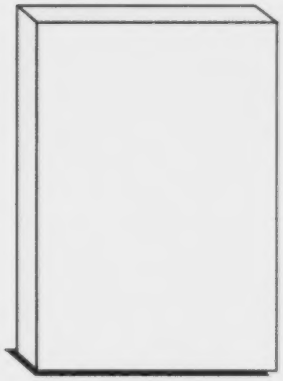
Think about the campaign or advertising strategy used for each cereal below. Draw a front for each.



Kickers



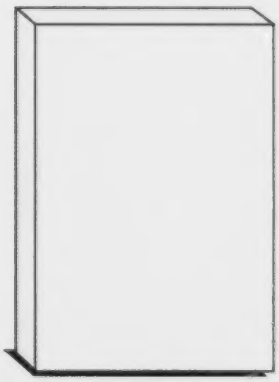
Sugar Bombs



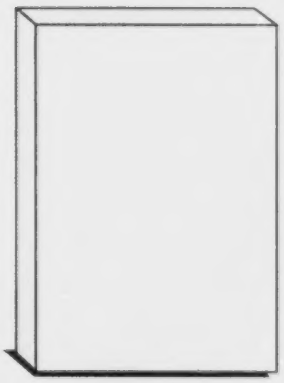
Cocoa Fluffs

Fruity Duds

Cornflakes



Happio's



Cherry O's

Name_____

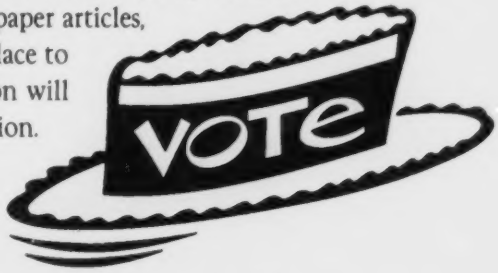
GRADE LEVEL 2 - 3

LESSON 3

throwing your hat into the ring

INTRODUCTION / MAIN IDEA

When a qualified person decides to run for office, he or she must campaign to be elected. Campaigning means working to make people know who you are, what you stand for and why they should vote for you. Someone campaigning for an office might use symbols, slogans, buttons, posters, newspaper articles, television coverage, cartoons and traveling from place to place to become better known to voters. This lesson will highlight the use of posters to attract voter attention.



OBJECTIVES

As a result of this lesson, students will be able to:

1. Identify selected campaign materials.
2. Understand that different strategies are used to create campaign materials.
3. Identify symbols connected with campaigns.
4. Create a campaign poster with themselves as a candidate.

VOCABULARY

campaign poster – a poster advertising a candidate

media – print and electronic communications (newspapers, magazines, radio, movies, television, billboards, posters, etc.)

slogan – a clever saying promoting a candidate or product

MATERIALS NEEDED

Poster board, crayons, markers, ruler, paints, (photos of children optional); collected campaign items for display and sharing

STRATEGIES / ACTIVITIES

1. Discuss how candidates announce their own candidacy by "throwing their hat into the ring."
2. Use the hat outline included or allow children to create their own hats.
3. Ask students to write their names, what office they would like to run for, and two things they would do if elected.
4. Have a mock press conference, and let each student share with the class as they "throw their hat into the ring." (Videotape and shared with parents later.)
5. Share campaign materials, such as buttons, stickers and posters.

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6. Discuss the use of symbols and colors to promote candidates.
7. Collect and show symbols used to remind us of elections. (Liberty Bell; Statue of Liberty; eagle; donkey; elephant; monuments; flags; red, white and blue banners; Uncle Sam; shields)
8. Students will then create their own posters and use themselves as the candidate. Encourage the use of color and symbols. This could be used as a home activity that student and parents create together. Posters can be displayed in the classroom and/or elsewhere in the building.

SUPPLEMENTAL RESOURCES

Voting and Elections – A New True Book by Dennis B. Fradin, Children's Press, 1995.
Choosing the Candidates by George Sullivan, Silver Burdett, 1991.
Our National Symbols by Linda Carlson Johnson, Millbrook Press, 1992.
Our Elections by Richard Steins, Millbrook Press, 1994.
Who'll Vote for Lincoln? by Dale Fife, Weekly Reader, 1977.
Check with your school librarian/media specialist or public libraries for more fiction titles concerning elections, candidates, and politics.

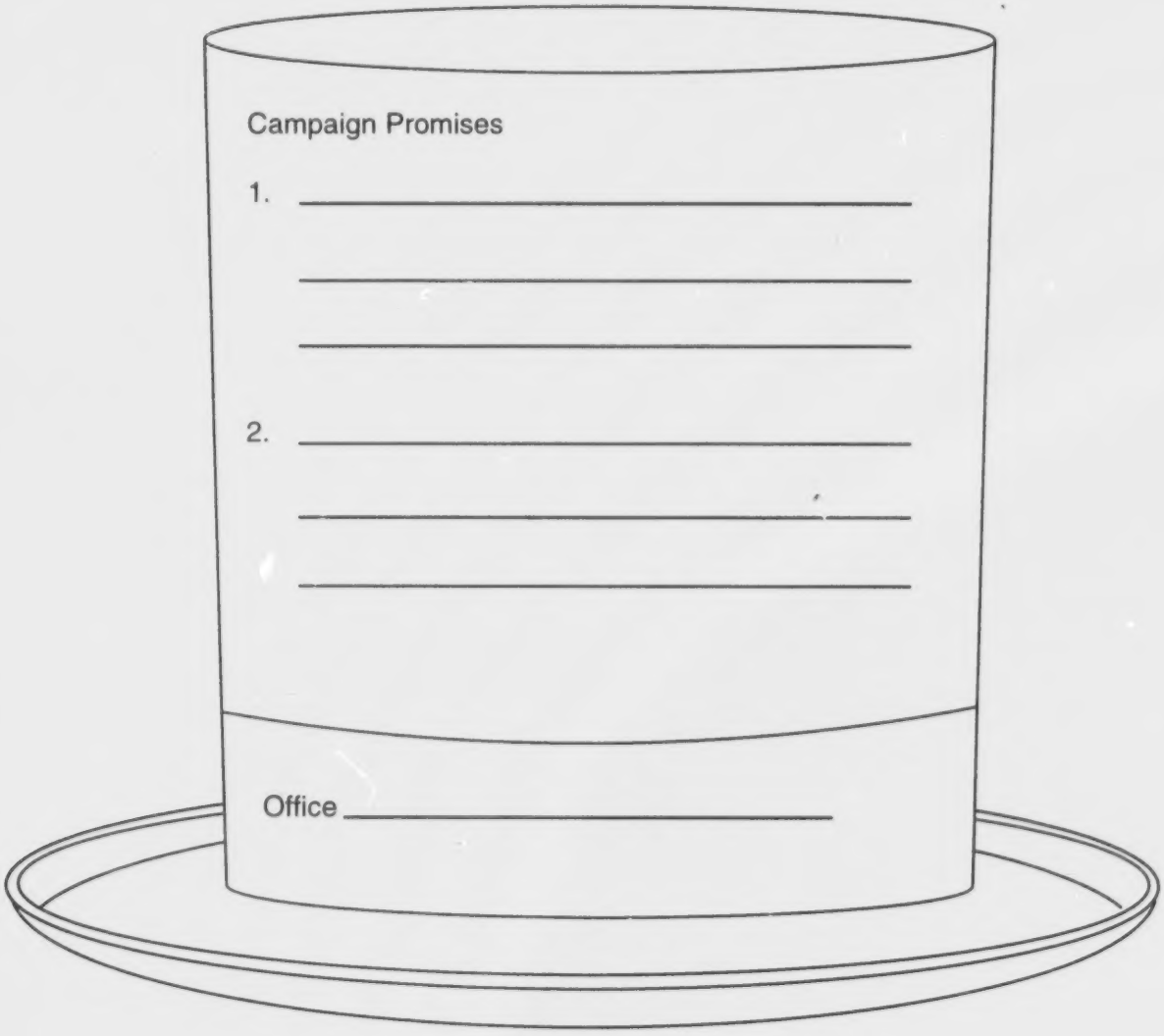
EVALUATION

Students will show understanding of becoming a candidate by the activity of throwing their hat into the ring and completing campaign posters for display.

LESSON 3

throwing your hat into the ring

"Throwing your hat into the ring" is a figure of speech. A person does not really throw a hat into a ring. It means a person has decided to run for a political office such as mayor, governor or president. Pretend you have "thrown your hat into the ring" and you are going to run for president. What would you say in a speech to announce your candidacy? How will you convince people that you are the best person to be president? What promises will you make?



Name _____

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GRADE LEVEL 2 - 3

LESSON 4

get out the vote!

INTRODUCTION / MAIN IDEA

National and state general elections are held on the Tuesday after the first Monday in November in every even-numbered year. Presidential elections are held every four years. The names of candidates appear on the ballots or voting machines. In a presidential election, the people are actually voting for an entire slate of individuals who later will cast the votes that decide who becomes president and vice president. This group of voters is known as the Electoral College. In this lesson, students will learn about the voting process and the importance of actually casting a vote.

OBJECTIVES

As a result of this lesson, students will be able to:

1. State the importance of voting.
2. Name local mayoral, gubernatorial, and presidential candidates.
3. Use a map to study electoral votes.
4. Design a poster to encourage others to vote.
5. Participate in a classroom election.

VOCABULARY

ballot – the paper marked to show a voter's choice
election – a process by which someone is elected
Electoral College – group of people elected to cast the official votes for president and vice president
governor – leader of a state
mayor – leader of a city
polling place – the place where you vote
president – leader of a nation
registration – signing up to vote

MATERIALS NEEDED

Handout "Electoral Votes"; poster board or drawing paper, crayons, markers, etc.; media clippings on candidates

STRATEGIES / ACTIVITIES

1. Review information on what activities lead up to Election Day.
2. Discuss the voting process that occurs on Election Day.

3. Share information and activity on electoral votes using information provided.
4. Compile a list of reasons why students feel it is important to vote.
5. Create posters to encourage voting.
6. Participate in an actual classroom election.
7. EXTENSION ACTIVITIES / FOLLOW UP
   a. Contact the local Voter Registration Office for sample ballot materials.
   b. Visit a polling place on Election Day. Many schools are polling places; contact the inspector about the visit beforehand.
   c. With parent assistance, contact community sites to display the "Get Out The Vote" posters the students have created. (Stores, clubs, libraries, churches, schools, courthouse, parent offices, etc.)
   d. Collect articles on results of the elections to share with the class. Each student keeps a portfolio of election activities and information gathered.

SUPPLEMENTAL RESOURCES

- *The Vote: Making Your Voice Heard* by Linda Scher, Steck-Vaughn, 1993.
- *Voting and Elections – A New True Book* by Dennis B. Fradin, Children's Press, 1995.

EVALUATION

Students will complete and display poster, then share what they have learned about the voting process.

BACKGROUND INFORMATION

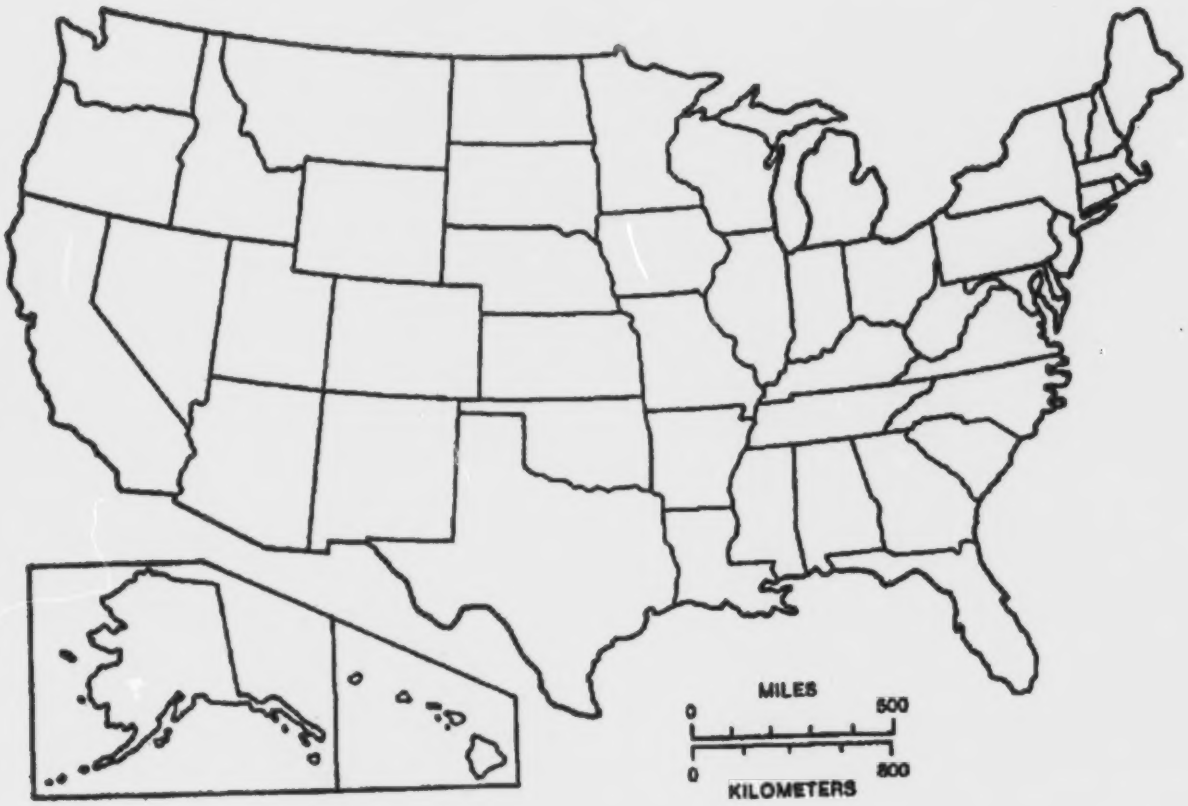
THE ELECTORAL VOTES

- U.S. citizens vote for president but don't directly elect the president. A group called the Electoral College does this.
- Each state has a certain number of electoral votes. The candidate who receives the most votes by the people within a state wins all the electoral votes for that state. For example, Indiana has 12 electoral votes. The presidential candidate who receives the most votes in Indiana will get all 12 electoral votes. This means that, although members of the Electoral College select the president, they have been told how to vote by the people. The candidate who receives the biggest share of the people's vote is usually the winner anyway. The candidate who finishes in second place doesn't win anything, even though he or she may come very close in the vote by the people.

LESSON 4

electoral votes

On the map below, write the abbreviation and number of electoral votes for each state.
If you were running for president, which states would you spend most of your campaign energy and dollars?
Why do you think some states have more electoral votes than others?



On election night, as returns come in, color the states won by the Democratic candidate red and the states won by the Republican candidate blue. For Independent candidates keep white.

New President _____

number of electoral votes _____

LESSON 4

electoral votes

Alabama	AL.....9	Montana	MT.....3
Alaska	AK.....3	Nebraska	NE.....5
Arizona	AZ 8	Nevada	NV.....4
Arkansas	AR.....6	New Hampshire	NH.....4
California	CA....54	New Jersey	NJ.....15
Colorado	CO.....8	New Mexico	NM 5
Connecticut	CT 8	New York	NY....33
Delaware	DE.....3	North Carolina	NC....14
District of Columbia	DC.....3	North Dakota	ND.....3
Florida	FL.....25	Ohio	OH....21
Georgia	GA....13	Oklahoma	OK.....8
Hawaii	HI 4	Oregon	OR.....7
Idaho	ID 4	Pennsylvania	PA.....23
Illinois	IL.....22	Rhode Island	RI 4
Indiana	IN 12	South Carolina	SC.....8
Iowa	IA.....7	South Dakota	SD.....3
Kansas	KS 6	Tennessee	TN 11
Kentucky	KY 8	Texas	TX 32
Louisiana	LA.....9	Utah	UT 5
Maine	ME.....4	Vermont	VT 3
Maryland	MD ...10	Virginia	VA 13
Massachusetts	MA....12	Washington	WA ...11
Michigan	MI 18	West Virginia	WV 5
Minnesota	MN ...10	Wisconsin	WI.....11
Mississippi	MS.....7	Wyoming	WY 3
Missouri	MO ...11		

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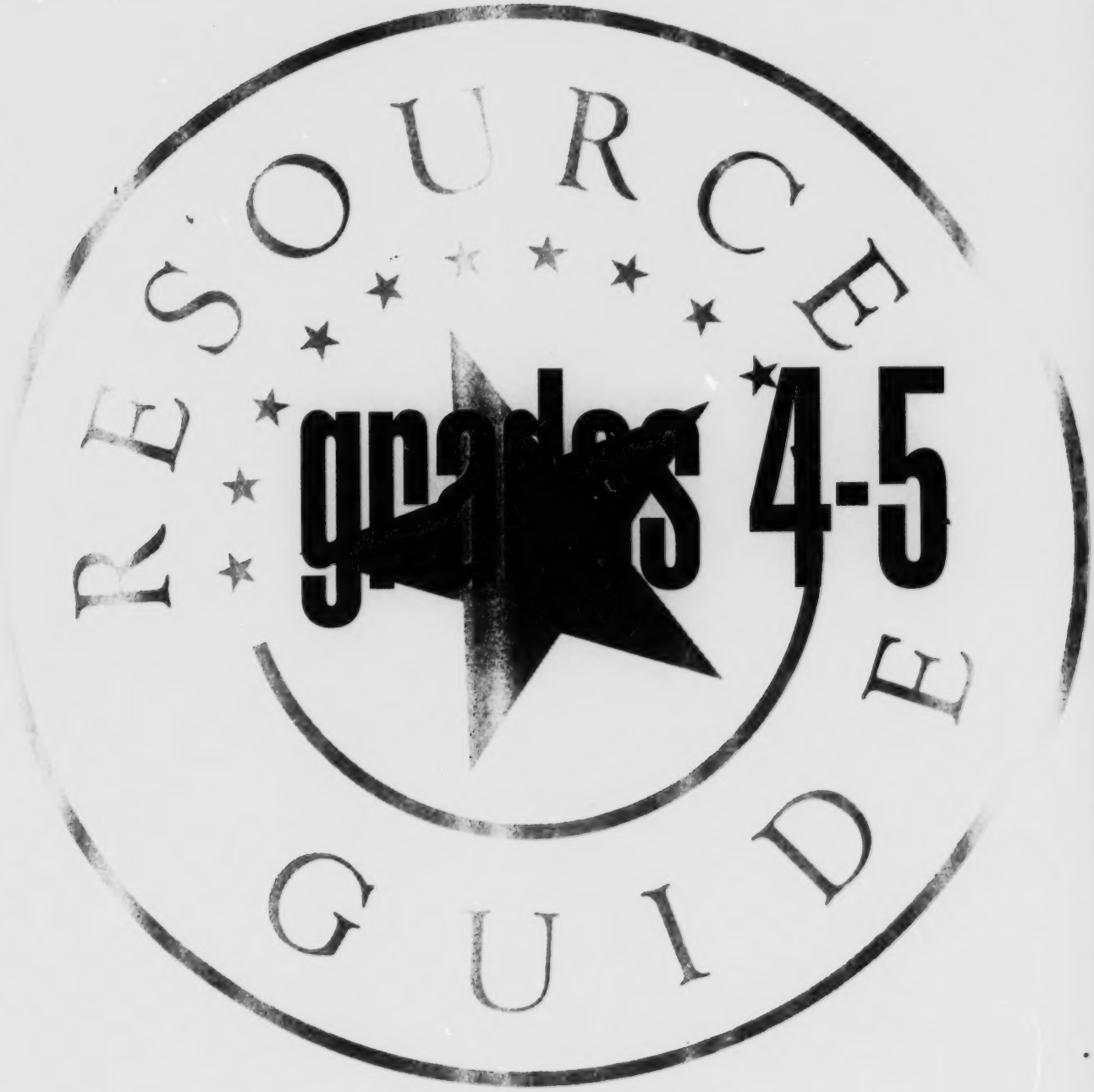

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GRADE LEVEL 4 - 5

LESSON 1

who's who?

INTRODUCTION / MAIN IDEA

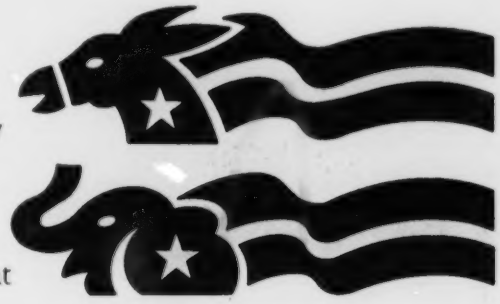
This lesson is intended to acquaint students with candidates running for office and their political parties.

OBJECTIVES

As a result of this lesson, students will be able to:
1. Identify political candidates running for office.
2. Identify political parties.
3. Compare and contrast the political candidates.

VOCABULARY

campaign – actions to help a candidate win
candidate – a person who seeks an office
democracy – government by the people
Democrat – a political party that uses a donkey as a symbol
election – the process of voting
incumbent – a person who presently holds elective office
issue – a subject that is being discussed
majority – more than half of the total votes
nominate – to offer a name for some office
office – a position of authority
opponent – a person with a different point of view
party – an organized political group
politics – activities related to government and holding public office
Republican – a political party that uses an elephant as a symbol



MATERIALS NEEDED

Subscribe to local newspaper for classroom issues; various magazines (*TIME*, *Newsweek*, etc.); political campaign posters, buttons, bumper stickers, etc.; "Meet the Candidate" handout; chart paper, markers, scissors

STRATEGIES / ACTIVITIES

1. As an introduction, ask students to complete the "Who's Who Vocabulary" handout. Then review the answers and discuss to clarify definitions.

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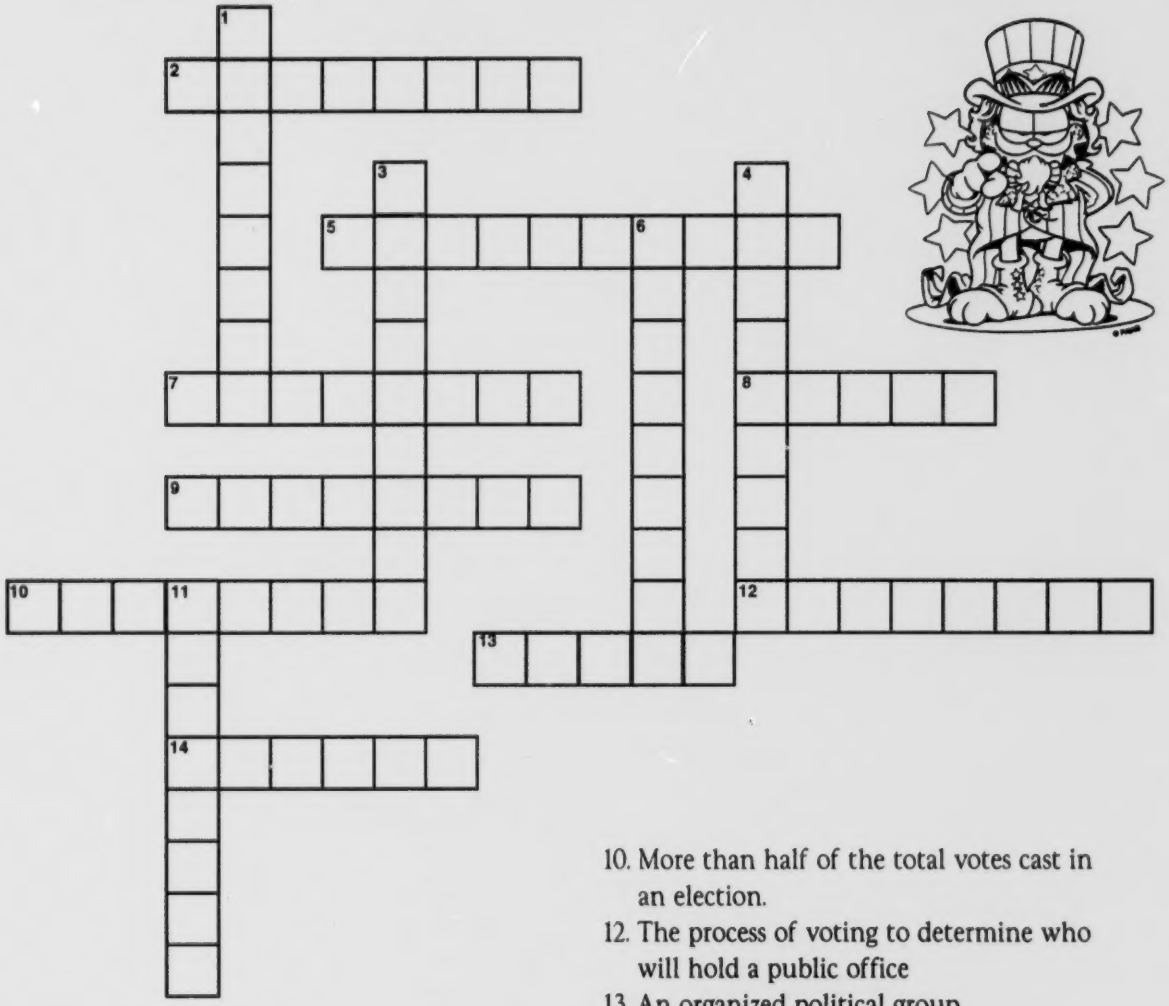
2. Ask students to collect campaign articles, posters, buttons and other memorabilia regarding the candidates and election to be mounted on a campaign bulletin board.
3. Set aside a time for discussing current events dealing with the candidates as articles are brought in by students.
4. Ask students to choose a candidate and complete the "Meet the Candidate" handout.
5. In groups, have students chart the information gathered from the "Meet the Candidate" handout. They can use this data to compare and contrast the candidate profiles.
6. Ask students to use the data to predict the probability of their candidate winning the election.

SUPPLEMENTAL MATERIALS

1. *Let's Talk Politics*, available from the Indiana Chamber of Commerce, 1 North Capitol, Suite 200, Indianapolis, IN 46204-2248. Phone (317) 264-6888 Please request price list.
2. Videotaped television advertisements for each candidate.
3. Contact local political party headquarters for additional materials.

who's who vocabulary



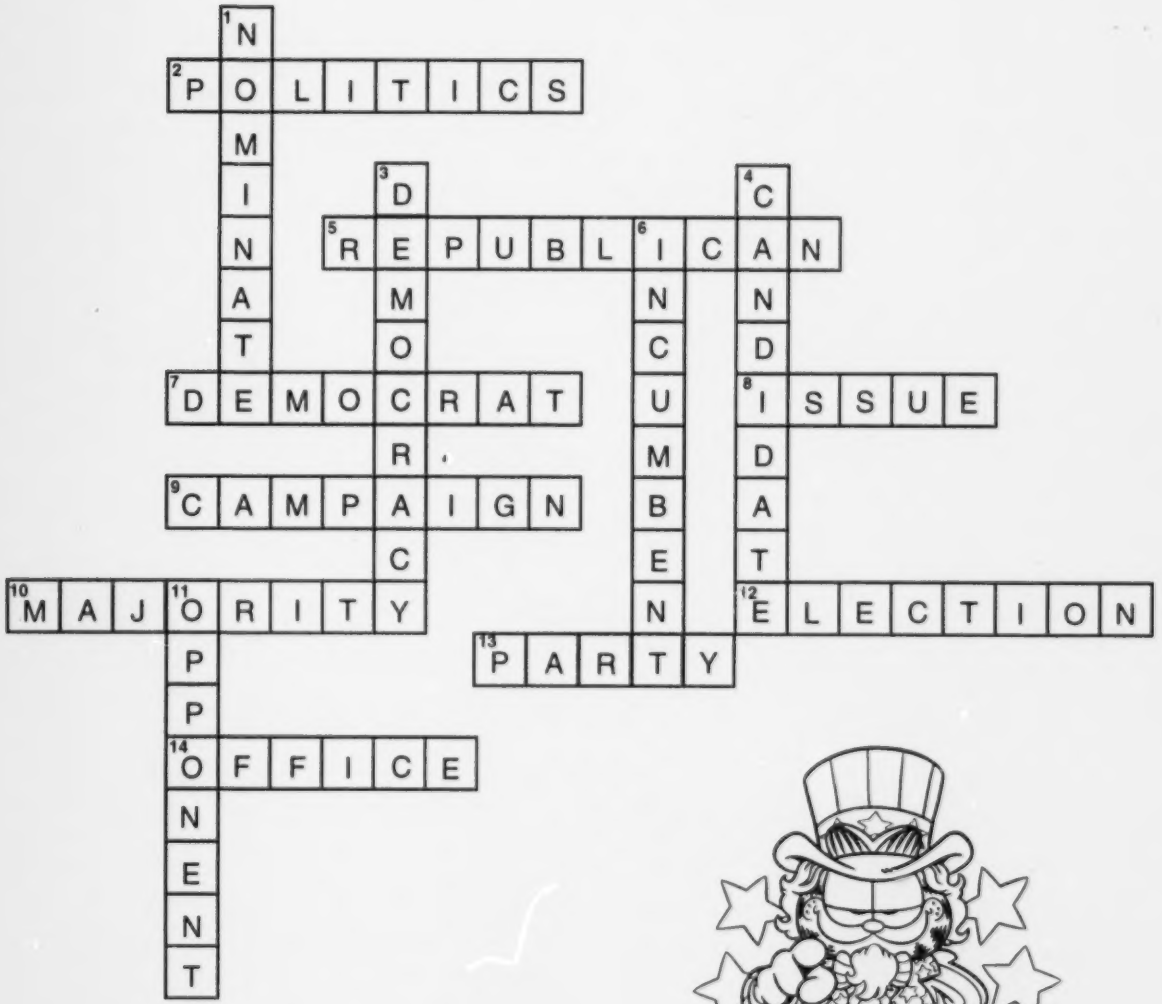
ACROSS

2. The activities related to government and holding office
5. A political party that uses an elephant as a symbol
7. A political party that uses a donkey as a symbol
8. A subject that is being discussed or considered
9. A series of actions by a political candidate designed to bring victory in an election
10. More than half of the total votes cast in an election.
12. The process of voting to determine who will hold a public office
13. An organized political group
14. A position of authority, especially in a government

DOWN

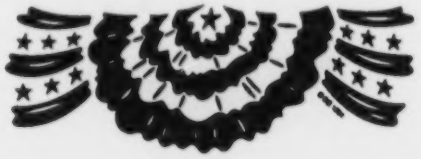
1. To offer the name of a person as a candidate for public office
3. Government by the people, either directly or indirectly with free and frequent elections
4. A person who seeks an office
6. A person who presently holds elective office
11. A person running against another with a different point of view

who's who vocabulary answer sheet



meet the candidate

Go through the newspaper or magazines and look for the following information. If you can't find the needed information in the paper, you may wish to contact your candidate campaign organization or local political club to obtain any additional information. Paste a picture of your candidate on this page.



NAME OF CANDIDATE

_____ Age of candidate

_____ Political party

_____ Present job

_____ Previous experience

_____ Family members

_____ Residence (home state)

_____ Concern (or issue) raised by this candidate

_____

_____ Other important facts

_____

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GRADE LEVEL 4 - 5

LESSON 2

don't forget to register!

INTRODUCTION / MAIN IDEA

Fourth- and fifth-graders need basic information about voter registration. This lesson is intended to inform students of the precinct committee and electoral processes through a classroom voter registration.

OBJECTIVES

As a result of this lesson, students will be able to:

1. Explain the voter registration process.
2. Name the precinct committee workers.
3. Participate in the voter registration process.

VOCABULARY

clerk – keeps records, allows only registered voters to vote, has voters sign their names

inspector – controls traffic, helps with paper ballots, assists voters who need help

judge – sets the voting machine and gives verbal directions

precinct committee person – a person in charge of a district who makes sure the election is run smoothly. There is one for each political party.

vice precinct committee person – takes assignments from precinct committee person. There is one for each political party.

sheriff (sheriff assistants) – keeps an orderly voting area at all times

MATERIALS NEEDED:

Tape recorder and tape to record the precinct committee person's presentation; Classroom Voter Registration Requirements

STRATEGIES / ACTIVITIES:

1. Send an invitation to the precinct committee person to explain to the class the electoral process, including duties of precinct workers (see sample invitation).
2. Ask students to write an explanation of the electoral process from the precinct committee person's presentation.
3. Discuss requirements for voter registration (see Classroom Voter Registration Requirements).

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4. Select classroom precinct workers to register students to vote in the classroom election. This may be a classroom or school-wide election.
5. Decide on the registration deadline and inform participating teachers.
6. Ask student precinct workers to register participating classes using a process established by the teacher.

SUPPLEMENTAL MATERIALS:

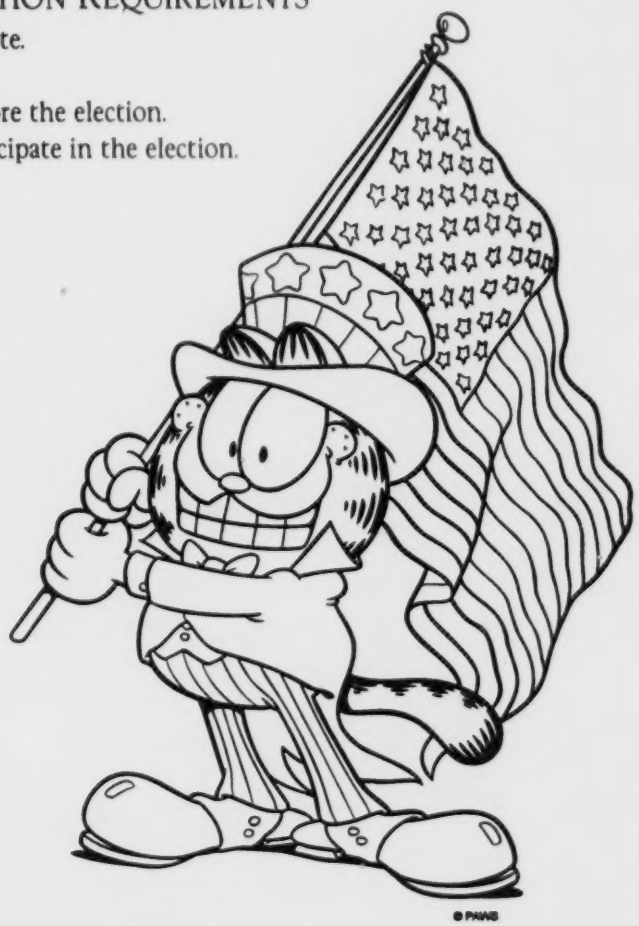
- Precinct committee person guest or other knowledgeable person
- Election packet from a local newspaper

EVALUATION

Students will show their understanding by role-playing the responsibilities of the precinct workers.

CLASSROOM VOTER REGISTRATION REQUIREMENTS

1. You must be a citizen of the United States to vote.
2. You must be at least 5 years old to vote.
3. You must have lived in the district 30 days before the election.
4. You must be registered to vote in order to participate in the election.



sample invitation letter

Dear (precinct committee person):

My (4th/5th grade) class is studying about precincts and voting. Would you be free to discuss these topics with us on (day, date, time) in Room (#), (School)? We would truly appreciate your help.

I would suggest that you prepare by expecting the following questions:

1. How and by whom are you selected?
2. How long is your term?
3. How large is your precinct? What are its boundaries?
4. How many voters are in your precinct?
5. Where is your precinct voting place?
6. Who serves on the Election Board and who works on Election Day? Who selects them? Are they paid? By whom?
7. What are your duties as a precinct committee person?

If this can be done in 20 or 30 minutes, I am certain my students will have questions for the balance of the class period.

Please call me at (phone) regarding the invitation. If you are able to speak to us, it will be a generous contribution to the education of these young citizens.

Sincerely yours,

GRADE LEVEL 4 - 5

LESSON 3

your vote counts!

INTRODUCTION / MAIN IDEA

Fourth- and fifth-graders will gain basic information about elections by organizing and participating in a classroom election.

OBJECTIVES

As a result of this lesson, students will:

1. Understand the election process.
2. Organize a classroom election.
3. Participate in a classroom election.

MATERIALS

Name tags, badges, campaign hats, etc., for election workers; election packet from a local newspaper; registered voters list from **Don't Forget to Register** lesson; ballots for voters; private voting booths; If a computer is available, it could be used in place of a ballot box. Multiple computers could be used to speed up the process. Be sure to have an inspector at each computer. Survey Taker for the Apple IIGS is an excellent program; Handout "About Polls"

STRATEGIES/ ACTIVITIES:

PRE-ELECTION ACTIVITIES

1. Organize the classroom or school voting schedule by having homeroom teachers select the times they will bring their classrooms to vote.
2. Organize the polling site. Establish a sign-in area and a voting booth area. Be sure to have ballots and a ballot box ready.
3. Organize the registered voters' list by homerooms. Office attendance sheet could be helpful for this process. Cross out all names of students who did not register. It might be helpful to have at least two lists to speed up the voting process.
4. Review the precinct jobs and establish classroom election responsibilities for student election workers.
5. Ask students to practice their job responsibilities within their own classrooms.
6. Prepare the polling booths and hang election posters in the hallways. These could be student-made and/or actual election posters from campaign headquarters.

7. Conduct a pre-election poll using the "About Polls" handout.

ELECTION DAY ACTIVITIES

1. Ask student clerks to call out the names of younger students registered to vote. This is helpful in allowing a smooth voting process.
2. Have students write their signatures next to their names.
3. Ask student inspectors to pass out ballots. Students can vote in privacy in the voting area. Sheriff assistants can help younger students fill out the ballots.
4. Ask election workers to tally votes at least twice a day to avoid a long tallying time at the end of the school day. Parents can help with this process.
5. Announce election results to the student body the next day.

SUPPLEMENTAL RESOURCES

Let's Talk Politics, from the Indiana Chamber of Commerce

EVALUATION

The students will prove their understanding of this lesson by conducting a successful classroom election.

LESSON 3

about polls

A poll is a survey. It is a way to record votes on how people feel about issues. The people who take polls are called pollsters. They ask questions to get opinions. These opinions often suggest how people will vote in an election.

You have been hired as a pollster. You're responsible for polling 20 people. This is the question you are to ask each person: "Who would you vote for in the upcoming election?" Assure them that their response will be anonymous and confidential.

Candidates

	Republican	Democrat	Libertarian	New Alliance	Undecided
Males 20 years or younger					
Females 20 years or younger					
Males more than 20 years old					
Females more than 20 years old					

Assignment:

After taking this poll, make a bar graph to represent your results.

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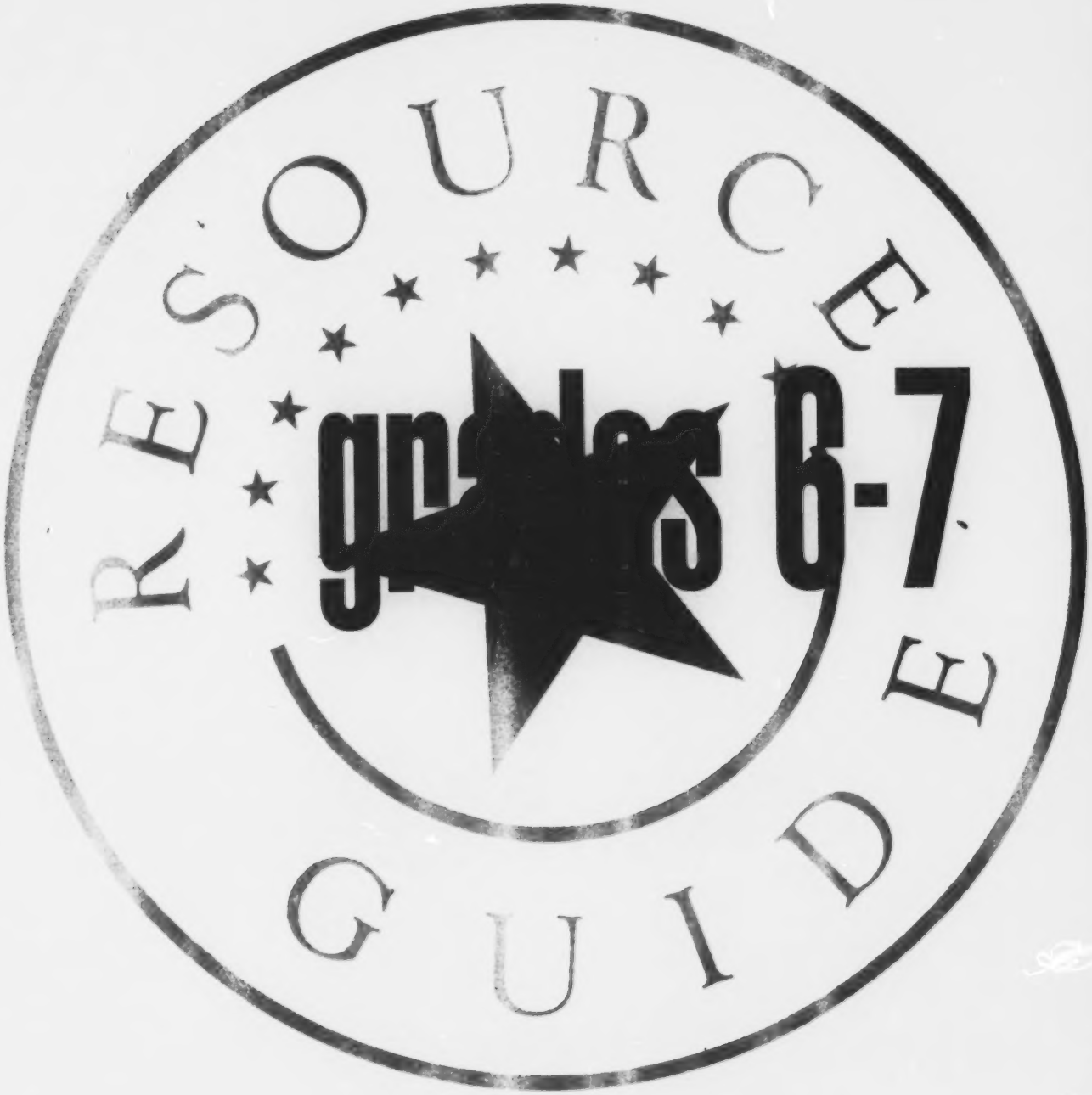
RESOURCE
GUIDE
grades 6-7

GRADE LEVEL 6 - 7

LESSON 1

traveling the campaign trail

INTRODUCTION / MAIN IDEA

This lesson is designed to introduce students to national and state candidates through the monitoring of the campaign trail.

OBJECTIVES

As a result of this lesson, students will be able to:

1. Identify state and national candidates.
2. Identify the issues associated with each candidate.
3. Identify the audiences addressed by each candidate.

VOCABULARY

Electoral College – the group of people who are elected to cast the official votes for president and vice president

swing vote – a small block of votes that can change the outcome of an election

MATERIALS:

Indiana and U.S. political maps; handouts – "Travel Log," "Mileage" and "Regions Graph"; current daily newspaper – one per group; review questions

STRATEGIES

1. Divide the class into groups representing each candidate for president and governor. Additional offices may be included if desired.
2. Select/assign a candidate for each group.
3. Ask each group to monitor the travel of the designated candidate by plotting on the map and completing the charts and graph daily.
4. Have each group regularly report results to the entire class.
5. Discuss questions on the review sheet.
6. Ask students to use visuals to share their findings with classmates and parents.

SUPPLEMENTAL RESOURCES

1. Weekly news magazines
2. Almanacs and atlases
3. Radio and TV newscasts including Channel One and C-Span
4. *Let's Talk Politics*, available from the Indiana Chamber of Commerce, 1 North Capitol, Suite 200, Indianapolis, IN 46204-2248. Phone (317) 264-6888 Please request price list.

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EVALUATION

The ongoing presentations of each group may be used as an assessment of the success of the activity based on teacher observation and student response. Students may do a self-evaluation.

EXTENSIONS

This lesson may also be used to teach:

1. Fact and opinion.
2. Primary and secondary resources.
3. Persuasive speeches.
4. Math skill of averaging.
5. Map skills of scale, longitude/latitude, and location.

travel log

Candidate _____

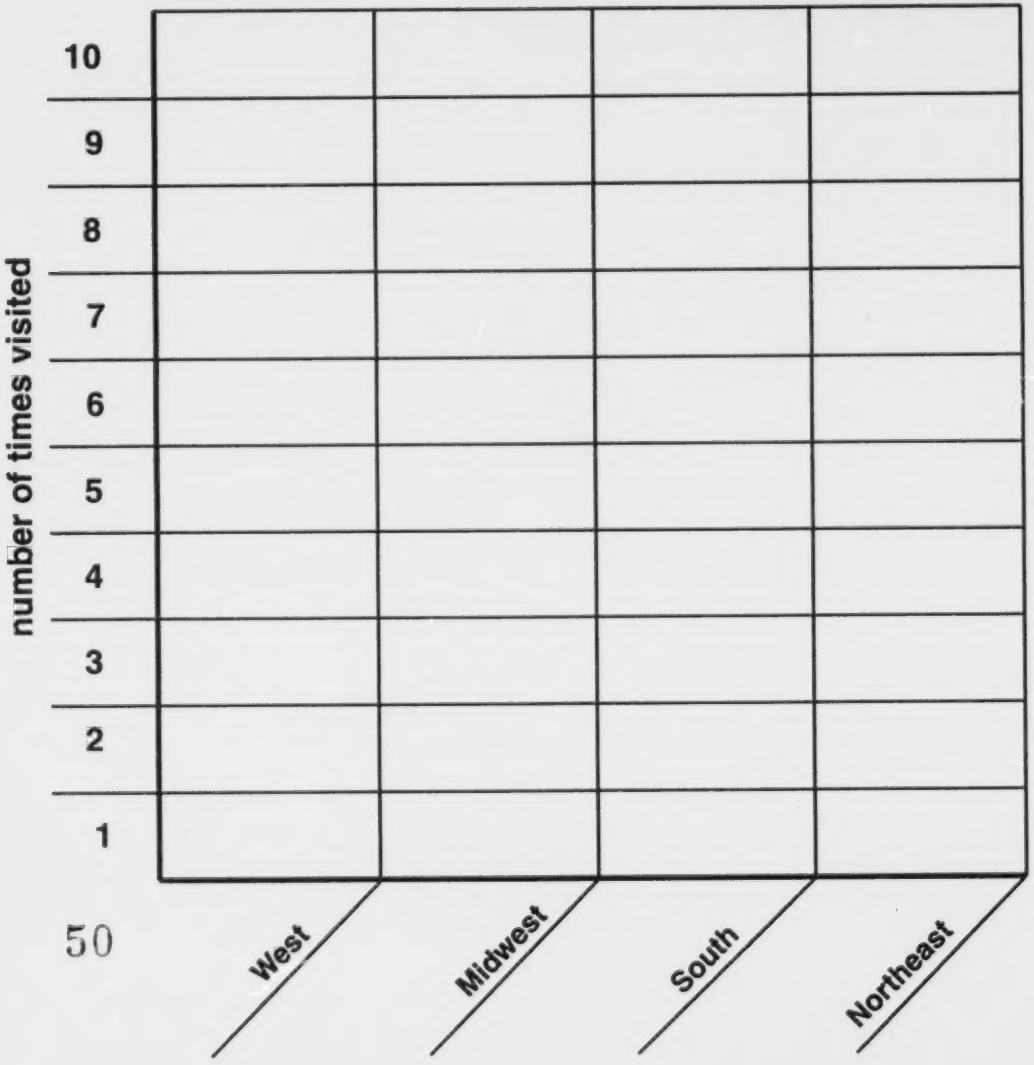
date	city — region	audience	issue(s)
(example)			
Sept. 1	Detroit – Midwest	UAW	foreign trade

mileage

Candidate _____

date	city of origin / city of destination	miles traveled today	total miles traveled to date (aggregate miles)
(example)			
Sept. 1	Indianapolis-Chicago-Milwaukee	160 + 100 = 260	260

region graph



Candidate _____

REGIONS

West: AK, AZ, CA, CO, HI, ID, MT, NM, NV, OR, UT, WA, WY

Midwest: IA, IL, IN, KS, MI, MN, MO, ND, NE, OH, SD, WI

South: AL, AR, FL, GA, KY, LA, MS, NC, OK, SC, TN, TX, VA, WV

Northeast: CT, DC, DE, MA, MD, ME, NH, NJ, NY, PA, RI, VT

★ 51 ★

GRADE LEVEL 6 - 7

LESSON 2

tracking the campaign through the media

INTRODUCTION / MAIN IDEA

This lesson is designed to help students observe, interpret, analyze, and evaluate campaign ads throughout the media.

OBJECTIVES:

As a result of this lesson, students will be able to:

1. Identify negative and positive campaign advertising.
2. Analyze the major issues of the campaign.
3. Evaluate the impact of the ad campaign.

VOCABULARY

campaign advertising – media messages in support of a candidate
campaign issues – topics that candidates express their views about
media – print and electronic communications (newspapers, magazines, radio, movies, television, billboards, posters, etc.)

MATERIALS

Handouts – "Issues Chart," "Media Tracking Chart"; daily newspaper – one per group; media outlets – TV/radio; campaign journal – one per group

STRATEGIES

1. Divide the class into groups representing each candidate for president and governor. Additional offices may be included if desired.
2. Select/assign a candidate for each group.
3. Ask each group to chart the media findings of the previous day on the issues and media tracking charts. Media coverage includes news stories and advertising.
4. Ask each group to create a daily entry in a journal about the candidate's media campaign.
5. Exhibit the charts and journal for fellow students, teachers and parents.

SUPPLEMENTAL RESOURCES

- Weekly new magazines
- Radio and TV newscasts including Channel One and C-Span
- Dictionary

EVALUATION

The ongoing presentations of each group may be used as an assessment of the success of the activity based on teacher observation and student response. Have students do a self-evaluation.

EXTENSIONS

This lesson may also be used to teach:

1. Debating techniques.
2. Presentation skills.
3. Identification of advertising techniques such as bandwagon, card-stacking, glittering generalities, name-calling, plain folks, transfer, and testimonial. See lessons from Grades 2 -3 and Grades 10 - 11 on this subject.

REVIEW QUESTIONS

The following are suggested questions to be used daily, weekly, or as a culmination to the study. This is merely a partial listing of the possibilities.

1. Why did the candidate choose to visit this locale?
2. Why did the candidate revisit the locale?
3. Where should the candidate visit and why?
4. Does the candidate appear to focus on certain regions more than others? What could be a reason for this emphasis? (swing vote state?)
5. What determines a swing vote state? Is the state being visited a swing vote state?
6. What effect does this state have on the Electoral College?
7. Is it possible to identify a trend in the campaign?
8. Do special interest groups seem to play a role in the campaign? If so, what is it?

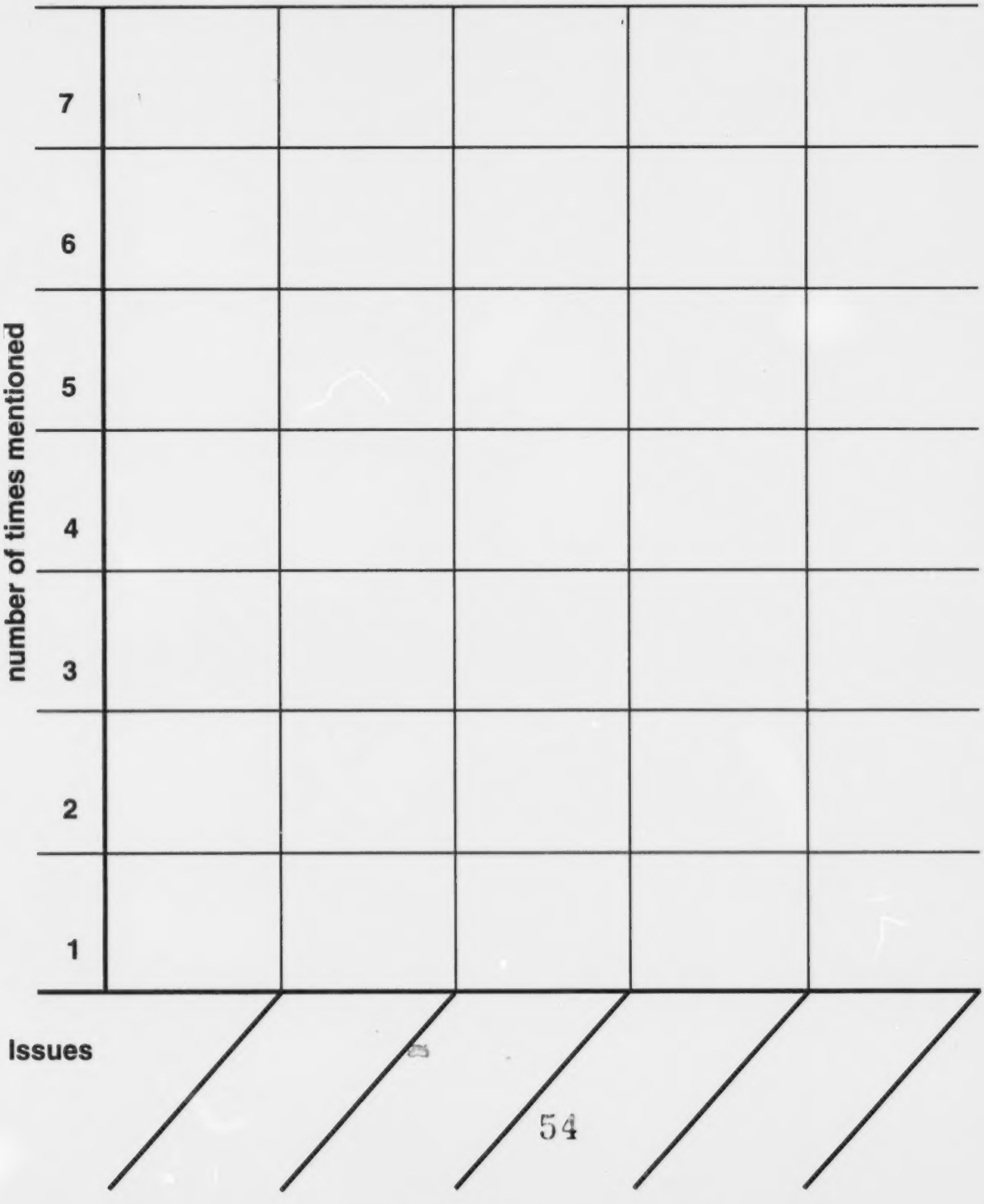
POST ELECTION QUESTIONS

1. Why were candidate_____'s strategies successful / unsuccessful?
2. Which region had the greatest influence on the outcome of the election?
3. Did this swing the election? Why or why not?
4. Which issues had the greatest effect on the outcome of the election?

LESSON 2

issues chart

Candidate _____



media tracking chart

date – media	issue	negative/positive	intended audience
(example) Sept. 1 – C-Span	environment	positive	Sierra Club

RESOURCE
GUIDE
grades 8-9

GRADE LEVEL 8 - 9

LESSON 1

what is a politician?

Introduction / Main Idea

A dictionary defines "politician" as a person experienced in government, engaged professionally in government or a political party, or politically involved for personal, selfish, or temporary reasons.

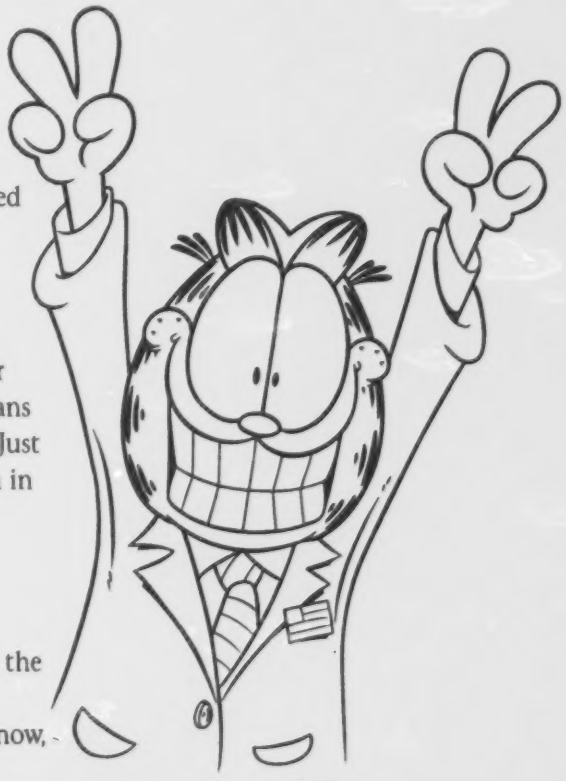
Dictionaries are kinder to politicians than the stereotype in most minds. Typically, we see politicians as cigar-smoking, bombastic, self-serving, untrustworthy individuals. The question, "Would you want your son or daughter to marry a politician?" reflects our view of politicians.

Other words are less pejorative, e.g., political leader, political adviser, statesman. We often see sitting presidents as politicians, while deceased presidents are statesmen. It is true, no doubt, that some of our political leaders deserve low marks; but it is also true that some merit deep respect. Lesson 1 is designed to help students see the reality of politics and politicians more accurately and honestly.

Objectives

As a result of this lesson, students will be able to:

1. Describe the stereotypical view of politicians.
2. Contrast that view with a more balanced and accurate view.



Strategies / Activities

The report of the survey that the class will conduct should provide enough content for the class period. If you have invited politicians to the class as resource persons, even better. Just keep the report short, letting the guests join in the discussion.

In either case, focus attention on:

1. Stereotypes of politicians.
2. The reality of the political process.

As is true of most stereotypes, we generalize the word "politician." We distrust politicians in general, but we trust Ms. Jones, whom we know,

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but who happens to be a politician!
Discussing the results of these survey questions can give students an appreciation of the problem of stereotyping:

1. What is your definition of "politician"?
2. Name five people you consider to be politicians.
3. Do you think of George Washington or Abraham Lincoln as politicians?
4. Do you know any politicians personally? If so, how do you regard them?

EVALUATION

Use this question as a short answer item or as an opening question for general class discussion:
"Give your definition of the word 'politician.' Then compare and contrast your definition with those given by the adults and students questioned by the survey committee."

adapted from *Teaching About Elections in Indiana Schools*, Indiana Department of Education

survey form: "what is a politician?"

DIRECTIONS:

You are to conduct a survey of 15 adults and 15 students. Survey questions are given below, with sufficient space after each question to record the answers. This is to be a face-to-face survey. Indicate to each person interviewed that it is a class project, that the responses will be reported without names and that you would appreciate the help on the survey.
Ask the questions in the order given. Do not reveal all of the questions at the beginning of the interview. Raise the questions one by one:

QUESTIONS

1. What is your definition of the word "politician?"

2. Name five people you consider to be politicians.

3. Do you think of George Washington or Abraham Lincoln as politicians?

4. Do you know any politicians personally? If so, how do you regard them?

Check:

_____Adult respondent

_____Student respondent

Survey taken by:_____
(Your Name)

GRADE LEVEL 8 - 9

LESSON 2

what is a political party?

INTRODUCTION / MAIN IDEA

In a representative democracy, political parties serve many necessary functions. In order to understand the American election process, it is essential for students to understand the unusual American political party organization.

OBJECTIVES

As a result of this lesson, students will be able to:

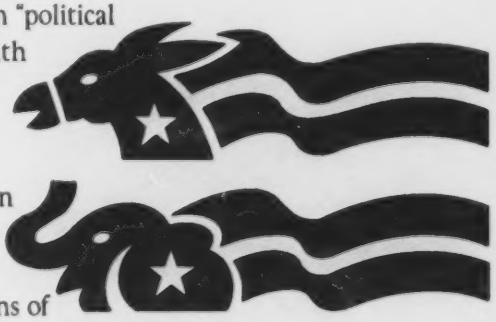
1. Describe the function of political parties.
2. Describe how political parties developed in the United States.

MATERIALS NEEDED

Handout, "Interview Form: The American Party System"; overhead/newsprint/chalk board

STRATEGIES / ACTIVITIES

1. Begin the lesson by passing out blank envelopes to each student. Then divide the class into two equal groups. Next ask individuals in the first group to write "Democrat" on a piece of paper and to list three words that come to mind when they think of the Democratic Party. The second group will then list three words that they associate with the Republican Party. Students should then place their lists in the blank envelopes for anonymity.
   Next give a series of creative directions to have students trade or exchange envelopes, i.e., trade with someone your height, in front of you, with your hair color, etc. Trade enough times that the envelopes are well away from the authors to remain anonymous. Then ask students to open the envelopes. List the words on the board or newsprint in front of the classroom. As a class, then list the similarities and differences in the answers.
2. After the discussion, have the class define the term "political party." Use the text book definition to compare with what the class has developed. The text definition of a political party is a group of like-minded citizens organized to win elections, control government, and set public policy. Is this definition accurate? How could the definition be modified to fit the political party of the 1990's?



3. Then lead the class in a discussion on the functions of

political parties. What do they do? Could we have a democracy without parties? As the discussion continues, the students will list such functions as:

a. Nominate candidates.
b. Inform the voters about issues.
c. Assume responsibility for the conduct of public affairs.
d. Determine public policy.
e. Run elections.
f. Raise funds for the candidates to campaign.
g. Determine where their party stands on the major issues of the day.
h. Register voters so their party can win.
i. Serve as a bonding agent for the candidates they nominate.
j. Watch the party in power to keep them honest.

4. After you list the functions of the parties, discuss what the Constitution said about political parties and also the opinion of George Washington. Students should know that political parties are simply not mentioned in the Constitution. George Washington, in his farewell address, said to beware of political parties because they will cause factionalism.
5. Invite each member of the class to interview three adults using the interview form provided. Use a separate form for each person interviewed. Compile answers from the class as a whole group discussion.

EVALUATION

Give a quiz on the functions of political parties. Have students write an essay dealing with the necessity of having political parties to maintain a democracy.

adapted from *Teaching About Elections in Indiana Schools*, Indiana Department of Education

interview form: the american party system

Interviewer_____ Date Due_____

Each member of the class will interview three adults using the three general questions below. Use a separate interview form for each person interviewed. Assure them that their names will not be used in your report except with their permission. Take notes of your interview in the space provided.

I. What is a political party?

II. What do parties do?

III. How are parties organized?

GRADE LEVEL 8 - 9

LESSON 3

political party structure

INTRODUCTION / MAIN IDEA

Since political parties play a crucial role in our system of government, students should know how parties are organized and how they operate. Parties are set up to mirror the federal system. The parties are organized to win elections on all levels of government form local to national.

In Indiana, the Democratic and Republican parties are very competitive. Both parties in Indiana are well-organized and well-financed. In national elections prior to the 1930's, Indiana was historically known as a swing state. For that reason, Indiana provided a large number of national candidates in the 19th and early 20th centuries.

OBJECTIVES

As a result of this lesson, students will be able to:

1. Describe the organization of the political parties from precinct to national.
2. Describe the duties of each level of party organization.

MATERIALS NEEDED

Handout "Structure of Political Parties"

STRATEGIES / ACTIVITIES

The lesson will begin by assigning the students to find out who is their precinct committee person and vice committee person. In addition, they are to find their precinct number and ward if applicable. They should also be asked to speculate on the number of hours per week these people spend working for their party and their hourly pay for this work.

The next day, make a chart on the board or overhead listing each student's precinct, committee person and vice committee person. Many of the students will recognize that these people are their neighbors, reinforcing the idea that the precinct is truly local government.

Discuss the duties of the committee persons in the precinct. How are they elected and what are their responsibilities? Why do people volunteer their time to serve as committee persons? Pass out the Handout "Structure of Political Parties" and have the students list responsibilities and duties of each level.

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SUPPLEMENTAL RESOURCES

- *Here Is Your Indiana Government*, and *Let's Talk Politics*, Indiana Chamber of Commerce, One North Capital, Suite 200, Indianapolis, Ind. 46204-2248. Phone (317) 264-6888 Please request price list.

EVALUATION

Have the students write an essay describing how the parties are organized. Also ask the students to describe why people volunteer at the local level to serve as committee persons and vice committee persons.

adapted from *Teaching About Elections in Indiana Schools*, Indiana Department of Education

LESSON 3

structure of political parties

(Read from bottom up)

STATE CHAIRPERSON AND VICE CHAIRPERSON

elects

STATE CENTRAL COMMITTEE

chairs, and vice chairs, from 10 districts constitute

DISTRICT, CHAIRPERSON AND VICE CHAIRPERSON

elects

DISTRICT COMMITTEE

all in congressional district constitute*

COUNTY CHAIRPERSON AND VICE CHAIRPERSON

elects

COUNTY COMMITTEE

all in county constitute

PRECINCT VICE COMMITTEE PERSONS

appoint

PRECINCT COMMITTEE PERSONS

elect

POLITICAL PARTY VOTERS IN MAY PRIMARY

* Exceptions to this provision occur in counties that contain one district wholly within their boundaries, plus part of one or more additional districts also within their borders (Lake and Marion counties). In such instances, each political party may establish its own rules governing the naming of county representatives.

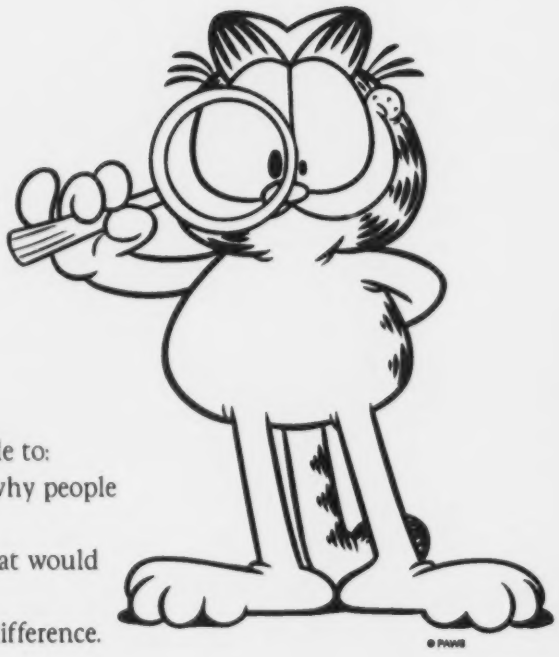
adapted from *Teaching About Elections in Indiana Schools*, Indiana Department of Education

RESOURCE
grades 10-11
GUIDE

GRADE LEVEL 10 - 11

LESSON 1

why vote?



INTRODUCTION / MAIN IDEA

In this lesson, students will examine reasons why people do and do not vote. After studying both positive and negative ideas, students will develop lists of reasons why it is important to vote.

OBJECTIVES

As a result of this lesson, students will be able to:

1. List specific reasons why people vote and why people don't vote.
2. List specific conclusive personal reasons that would motivate them to vote.
3. List specific cases where one vote made a difference.

MATERIALS NEEDED

Handouts – "Why People Vote," "Why People Don't Vote" and "Each Vote Does Make a Difference"; overhead/newsprint

STRATEGIES / ACTIVITIES

1. Emphasis should be placed on the fact that not everyone who is eligible to vote exercises the right to vote. This lesson will examine why people do and do not vote.
2. Ask students why people vote and why they do not vote. Write answers on overhead or newsprint in two columns.
3. Distribute copies of the handout "Why People Vote." Discuss the reasons and compare those reasons listed by the class. Ask the following questions:
   a. Which reasons were listed during the class discussion? Which were not mentioned? Why were reasons listed and why were some left out?
   b. Which people on the handout state a valid reason for voting?
   c. Rank the statements that appeal to you to be the most valid. Ranking can be compared with a tally of the class.
4. Distribute copies of the handout "Why People Don't Vote." Discuss the handout, perhaps in small groups, by asking the following questions:
   a. Which reasons were listed during the class discussion? Which were not mentioned? Why were some left out?

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b. Which person on the handout states the least important reason for not voting? Why is this reason least valid?

c. Rank the statements in the order that appeal to you to be the most valid reasons why people don't vote. Ranking can be compared with class tally.

5. Point out to students John's statement from the handout that, "One person's vote really won't make a difference." Ask students if they agree or disagree with John's, statement, and why? After a brief class discussion, have students read the handout "Each Vote Does Make a Difference." Discuss with the following questions:

a. What would have been different if a few more voters in Illinois had voted for Nixon in 1960?

b. How did Henry Shoemaker, a farmhand in DeKalb County, influence American history?

c. Can you ever be sure that your vote won't have the impact of changing the outcome of an an election? How does this affect your thoughts about voting?

EVALUATION

Have students write on : "My Thoughts About Exercising The Right to Vote." Have some volunteers share their paragraphs with the class.

LESSON 1

why people vote

JACK: My vote can help decide the election, especially if it is close.

BILL: It is my duty as an American to vote.

SUE: I want to do all I can to help the candidates that I favor.

JAN: I enjoy participating in elections.

TOM: Voting is not the most important part of politics because it happens only every few years. But it still plays a part in deciding what happens in this country.

ALICE: The right to vote is our most important freedom. If we don't practice our freedoms, we may lose them.

TED: My friends asked me to vote for someone they want to win, so I said I would.

JUAN: Even if I don't vote, someone will still be elected who will do things that affect me. I'd rather vote and have a say in who that person will be.

DEBBIE: If I don't vote, I don't feel that I have the right to criticize elected officials and policies that are made.

LESSON 1

why people don't vote

TINA: Candidates say one thing and then do something else.

LARRY: It doesn't matter who is elected because things never seem to work out right anyhow.

JUNE: All candidates seem pretty much the same.

HANK: It is hard to find good, unbiased information about the candidates.

JOHN: One person's vote really won't make any difference.

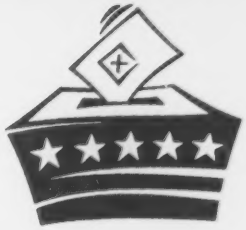
MARY: I don't feel qualified to vote.

SALLY: I can't get to the polls during voting hours.

CHUCK: I don't want people to know my party affiliation. (Primary elections)

LESSON 1

each vote does make a difference



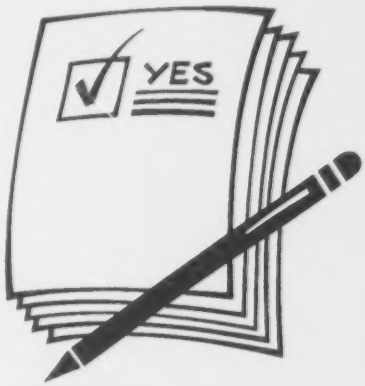
All those with a "my-vote-makes-no-difference" attitude should read this page carefully. On the national, state, or local level, many elections have been won or lost by only a few votes. One vote can often make a difference in a close race. Here are some examples from recent and not-so-recent history.

John Kennedy won the popular vote in 1960 by an average of less than one vote per election district. One voter in each precinct could have changed the election in Illinois, giving Kennedy's 26 electoral votes to Nixon and consequently electing him president.

In 1974, New Hampshire had one of the closest and most contested elections in recent history. In the senatorial race, Republican Louis Wyman appeared to be the winner by 542 votes. But after a recount, Democrat John Durkin was certified the winner by 10 votes. Still later, the decision was reversed and Wyman was declared the winner by two votes. After a year of court battles and controversy in Congress, a special election was held, in which Durkin won, 140,273 votes to Wyman's 113,004 votes.

The following quote from a history of the Indiana General Assembly illustrates the difference that one vote can make:

> "The one vote of a DeKalb County farmhand in an election contest for state representative in 1842, started a chain reaction of events that are classic in illustrating the importance of a single vote."



The ballot of the farmhand, Henry Shoemaker, gave a majority of one to a candidate for the House of Representatives, Madison Marsh. A tie vote of 360 to 360 between Marsh and his opponent had been declared by the local canvassing board, which rejected Shoemaker's vote. But the House's Committee on Elections allowed the vote, finding that Shoemaker had improvised his own paper ballot but was justified in doing so because poll officials had claimed they had no ballots containing Marsh's name.

The one-vote margin was to be repeated in the next election. It was the vote of the General Assembly in a three-way race for the naming of a U.S. senator. The incumbent Whig senator, Oliver H. Smith, was seeking re-election, but in numerous ballots by the state legislators he could not rise above 75 votes – one short of the required 76.

On the sixth ballot, the number 76 was reached by an opponent, Democrat Edward A. Hannegan. Representative Marsh, himself a victor by one vote, gave Hannegan his winning margin.

In Washington in 1846, there was intense Senate debate about serious trouble between the United States and Mexico. A decision on whether a state of war should be declared was considered urgent, and sentiment in the Senate appeared evenly divided.

A caucus of Democratic senators, who composed the majority, was called to determine a course of action. The vote was a tie, but Indiana's Senator Hannegan was absent. Summoned to the caucus, Hannegan promptly cast his "aye" vote, breaking the tie. Then the full Senate passed the declaration that a state of war existed with Mexico.

Thus, a link had been drawn involving three instances of one-vote majorities leading from an Indiana House district contest to the U.S. Senate's declaration of war.[1]

[1]*Session Sketches, A Collection of Historical Articles Telling the Heritage of Today's 100th Indiana General Assembly Meeting in 1977 and 1978*, edited by James E. Farmer. Published by the Select Committee on the Centennial History of the Indiana General Assembly, January 1978. pp. 22-24.

Adapted from *"Teaching About Elections in Indiana Schools"* Indiana Department of Education

GRADE LEVEL 10 - 11

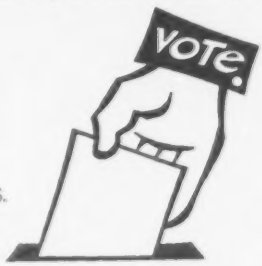
LESSON 2

who can vote?

INTRODUCTION / MAIN IDEA

Students should be thoroughly familiar with the requirements for voter registration in Indiana. Their understanding of the registration process is fundamental to their participation as voters. This lesson will introduce them to registration rules and will allow them to apply those rules in fictitious cases that represent common situations.

OBJECTIVES



As result of this lesson, students will be able to:

1. Describe how citizens register to vote.
2. Describe who is eligible to register.
3. Apply registration rules to specific individual cases.

MATERIALS NEEDED

Handouts – "Am I Registered?" and "Voting in Indiana"

STRATEGIES / ACTIVITIES

1. This lesson explores the question of who can vote in two time periods: the 1790's and the 1990's. Ask all students to stand to recreate an election in the first decade of our constitutional government, the 1790's.
2. After they are all standing, express regret that some will not be able to participate in the election because they are not eligible.
   Ask the following to sit down:
   a. Anyone who has not lived in the same place for at least a year. (1970 law abolished residency requirements of more than 30 days.)
   b. Anyone who cannot pass a literacy test. (The 1970 Voter Rights Act abolished literacy tests.)
   c. Anyone who does not have $2. (The 24th Amendment, 1964, abolished the poll tax that many states had required.)
   d. Anyone who is not male. (The 19th Amendment, 1920, gave women the right to vote.)
   e. Anyone who is not white. (The 15th Amendment, 1870, ended denial of suffrage to men based on race.)
   f. Anyone who is not 21. (The 26th Amendment, 1971, gave citizens over 18 the right to vote.)

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3. No one should be left standing. The point should be clear that elections at earlier points in our history excluded many people.
4. In the 1990's, the situation is different. Elections are open to everyone 18 or older, but each voter must register. Ask students the following questions about registration as a quick written or oral quiz:
   a. How long must a person reside in the state, county, and precinct to qualify to vote?
   b. How long before an election does registration close?
   c. Where does one go to register, and what does one do to register?
   d. Can one register in his/her neighborhood as well as at a central office?
   e. Can one register during evenings and weekends?
   f. Is registration canceled when a person moves from one part of his community to another?
   g. Can one register to vote by mail?
5. Answers will be found in the attachment excerpt from the League of Women Voters pamphlet *Voting In Indiana*, 1996-97. The teacher may want to go through the information with the class.
6. Direct students to the worksheet titled *Am I Registered?* Have students answer the questions about each individual case.

EVALUATION

1. Trace on a time line the change in voter eligibility throughout our history. (See Lesson 1 "The History of Voting", Grades 2-3)
2. List the qualifications for voting in Indiana.
3. A neighbor has just moved in next door from Kansas and has asked how to register to vote. Ask students to write an answer to her question regarding the procedure she must follow in order to register to vote.

LESSON 2

am i registered?

PART I.

Following are descriptions of individuals who want to register to vote in your community. Does Indiana law permit the individual to register to vote? Explain your answer. Should this individual be permitted to vote? Explain your answer.

A. George is 21-years old and is not regularly employed. He spends most of his time hanging around pool rooms and bars. He is a high school dropout and reads very poorly. He has about a second-grade level of reading ability and is considered functionally illiterate. He was born and reared in your community.

B. Homer was born and reared in your community. Now he's homeless. Homer wants to register to vote in your community.

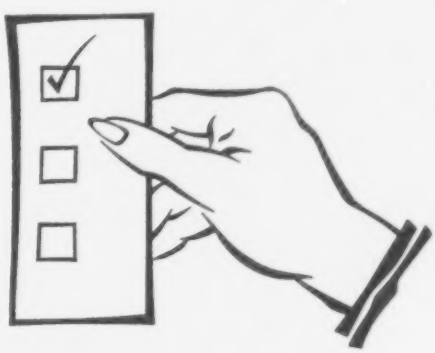
C. Herbert is a convict, housed in a state penitentiary. He is serving the first year of a 10-year sentence. He was born and reared in your community and always has been interested in politics. He has been a model prisoner.

D. Nancy is 18 years old, a high school student who moved to your community one month ago. She is very interested in politics and wants to vote in the next election, which takes place in two weeks.

E. Nicholas moved from Romania to your community two years ago. He intends to become a citizen of the United States very soon. He is 25 years old, is regularly employed, speaks English fluently, and is well-educated. He has become very interested in politics and wants to vote in the next election, which takes place in two months.

F. Mary is a lifelong resident of your community. She is 17 years old, but will be 18 before the next election. She wants to register to vote in the next election, which will take place in two months.

PART II.



Following are descriptions of individuals in your community who want to vote in the next election. Is the individual required to re-register in order to vote in the next election in Indiana? Do you agree or disagree with the voter registration requirements that pertain to each of these cases?

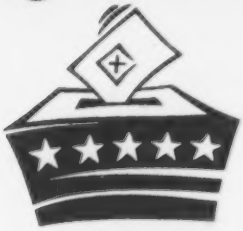
A. Peter and his wife, Mary, have lived in your community for the past 20 years. They are very interested in politics and have voted in every election. They purchased a new home and have moved to a new neighborhood about four blocks from their old home.

B. Martha is 19 years old and has been a registered voter in your community. She was married last month, and has changed her last name.

C. Jane is 35 years old and was a registered voter in your community. However, she has not voted in any election in the past five years.

LESSON 2

voting in indiana



YOU MUST BE REGISTERED BEFORE YOU VOTE.

WHO? If you have not registered to vote, you may register if you are a citizen of the United States, if you will be at least 18 years old by the time of the next general election, and if you will have been a resident of your precinct for at least 30 days before the election.

If you are homeless or have a nontraditional form of residence like a Recreational Vehicle, you may register to vote. For details contact the State Election Board, Indianapolis, (317) 232-3939 or 1-800-622-4941.

In Indiana it is not necessary to declare a party affiliation when you register. NO other person may register for you.

WHEN? You may register up to 29 days before an election.

WHERE? At the county Voter Registration office. Registration is also now available at local voter registration agencies such as all license branches or public assistance offices. Or you may use a mail-in registration form, postmarked at least 29 days before the election. This form is available in license branches, city and town clerks' offices, township trustee offices, and many other locations including high schools. You can also use this form to change your registration if you have moved or changed your name.

You can send or deliver your form to the county Voter Registration office, or the registering agency will do so unless you use a mail-in form.

You should receive a notice form the county Voter Registration office concerning your application. If the notice requires further information, please respond promptly.

YOU RE-REGISTER if you change your name or if you transfer to another precinct. For a name change, file with the county Voter Registration office in advance or submit to the precinct election board on Election Day a verified statement of the change.

If you are already registered and move to another precinct within 30 days before the election, you may vote on election day in the precinct where you formerly lived by notifying the county Voter Registration office before the election. Or you can make an oral affirmation of your current address to the poll clerks at the election.

Convicted felons may not register or vote during their time of incarceration.

Voting rolls are no longer purged for nonvoting.

adapted from the *Voting In Indiana 1996-97* pamphlet, the League of Women Voters

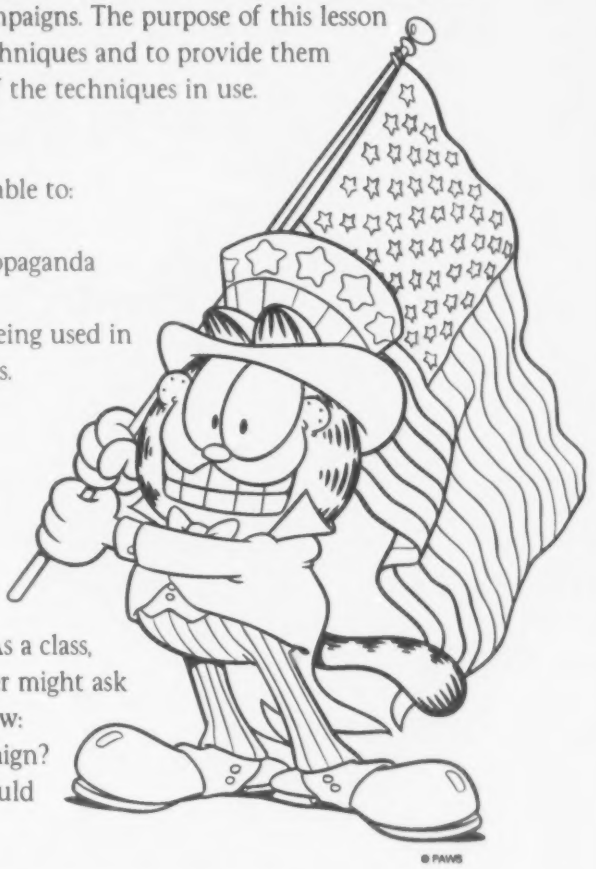
GRADE LEVEL 10 - 11

LESSON 3

campaign persuasion

INTRODUCTION / MAIN IDEA

During election campaigns, candidates use persuasion and propaganda techniques to influence voters. These techniques employ emotion rather than reason to persuade people. If voters are to choose wisely among candidates, they must be able to discern persuasion techniques used in election campaigns. The purpose of this lesson is to introduce students to propaganda techniques and to provide them with opportunities to identify examples of the techniques in use.



OBJECTIVES

As a result of this lesson, students will be able to:

1. Define propaganda techniques.
2. Distinguish among seven different propaganda techniques.
3. Identify the propaganda techniques being used in particular election campaign situations.

MATERIALS NEEDED

Handouts "Identifying Propaganda Techniques" and "What's Going on Here?"

STRATEGIES / ACTIVITIES

Have students read items 1-3 of the handout "Identifying Propaganda Techniques." As a class, review the content of items 1-3. The teacher might ask the following questions as part of the review:

1. What is the purpose of an election campaign?
2. What information about candidates should people consider before voting?
3. What is a propaganda technique?

Examine each of the seven propaganda techniques outlined in item 4.

NOTE: These propaganda techniques are similar to the persuasion techniques used in commercials that students see on television. Ask students to recall examples of commercials that use the techniques to influence consumer buying. This exercise will help students learn to distinguish among techniques.

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Distribute handout "What's Going on Here?" Have students follow the directions at the top. Encourage them to explain why they identified each case as they did.

FOLLOW-UP ACTIVITIES

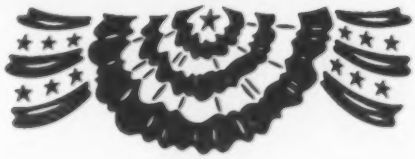
1. Have students work in groups to create advertisements for real or imaginary candidates using the various propaganda strategies. Allow students to select a propaganda strategy and use it to persuade voters. They may create visual aids, 30-second radio spots or videotaped television commercials.
2. Have students collect samples of each propaganda technique from newspapers and magazines during an election campaign. Post them on the bulletin board.
3. Record television commercials including some political advertisements for short term use with this lesson.

EVALUATION

- Ask students to define the term "propaganda technique."
- Have students describe the propaganda techniques developed in the lesson and give an example of each.
- Develop a list of situations similar, but not identical, to those contained in the worksheet. Have students identify the propaganda techniques used in each case.

LESSON 3

identifying propaganda techniques



1. The purpose of an election campaign is to persuade people to vote for a certain candidate. Voters should choose among candidates based on facts presented during the campaign. Voters should learn about candidates' qualifications to hold office and their position on specific issues.

2. Candidates sometimes employ propaganda techniques to influence voters during campaigns. Propaganda techniques are ways of persuading voters that use emotion and opinion more than fact.

3. It is important for voters to use factual information to choose among candidates. Their choices should not be influenced by propaganda techniques. This requires voters to be able to identify propaganda techniques when they are used.

4. Seven different propaganda techniques are often used in election campaigns:

   A. NAME-CALLING – Candidates give opponent a bad label; no effort is made to explain why the label is given.

      Suppose presidential candidate "Andrews" makes a speech accusing his opponent of being "soft on crime." In his speech Andrews presents no facts to prove his point. He just labels his opponent. This is an example of name-calling.

   B. TRANSFER – Candidates hope that voters will transfer their good feelings to them or bad feelings to the opponent.

      Suppose "Janis Baker" is a candidate for mayor of the town of Bloomington. Her campaign slogan is "A vote for Baker is a vote for Bloomington." She is encouraging voters to shift their good feelings about their home town to her. This is an example of transfer.

   C. TESTIMONIAL – Famous people say good things about a candidate.

      Suppose "Claire Gallo" is running for the U.S. Senate. A movie star makes an appearance at a fund-raising dinner for her and says "I'm for Gallo. She'd make a great senator." This is an example of a testimonial.

   D. PLAIN FOLKS – Candidates suggest that they are like everyone else.

      Suppose wealthy businessman "Barnie Bell" is running for Congress from a rural district in Indiana. During the campaign he has his picture taken riding a tractor, judging a pie-baking contest at a county fair, and visiting with farmers at the Co-op. He is just "plain folks" like the rest of the people in the district. This is an example of the "plain folks" technique.

E. CARD-STACKING – The candidates only mention things favorable to themselves and omit the negative.

Suppose "John DeMonthe" is running for re-election as a congressman. During the campaign, he often mentions that he was present for "over one hundred roll-call votes during my last session in Congress." He does not mention how he voted on these issues. He also does not mention that he missed even more opportunities to vote on legislation. This is an example of card-stacking.

F. BANDWAGON – Candidates suggest that the majority is for them and hope that this will influence others to climb aboard the bandwagon.

Suppose "Helen Cartwright" is running for a position on the county commission. The week before the election she campaigns door to door. At every house she says, "I'd like your vote. Most of your neighbors support me." She is using the bandwagon technique.

G. GLITTERING GENERALITY – Candidates use only vague words and phrases and do not explain what the words mean.

Suppose "Ronald Tuttle" is running for sheriff. He makes a speech at a neighborhood association picnic and states, "I'm for law and order, 1000 percent!" He does not explain what he means. He hopes that his glittering generalities will influence voters.

LESSON 3

what's going on here?

Here are some propaganda techniques that you might encounter in a campaign. See if you can tell what type of propaganda is being used in each case. Explain your answers.

1. After a benefit concert, a famous rock star announces: "Vote for Ortez. He is the best candidate for Congress."
2. Presidential candidate "Smith" begins a televised debate by saying, "Like most Americans, I grew up in humble surroundings."
3. "Muffy Parker" is running for class president. In her campaign speech in the school auditorium she says "The captain of the football team, the head cheerleader, and all the members of the honor society support me! Can I count on your vote too?"
4. In a newspaper advertisement, a candidate for U.S. senator announces, "I'm for peace, prosperity, and the pursuit of happiness." The only other information in the advertisement is her picture.
5. In a statement made to a local newspaper, "Burton Ketton" states, "My opponent changes his mind on issues like people change clothes – everyday." He then moves on to another topic.
6. "Horace Plum," candidate for U.S. senator, approaches the stage to give a speech while the local high school band plays the theme song of his campaign, *Stars and Stripes Forever*.
7. "J.P. McCarthy," candidate for U.S. Congress, informs the press that a poll shows him favored by a majority of the voters in the congressional district.

taken from *Teaching About Elections in Indiana Schools*, Indiana Department of Education

RESOURCE
GUIDE
grade 12

GRADE LEVEL 12

LESSON 1

heading for the election booth

INTRODUCTION / MAIN IDEA

This lesson is designed to help 12th grade students who are eligible or will become eligible to vote during the school year. All students who will be 18 on or before Election Day may register and vote.

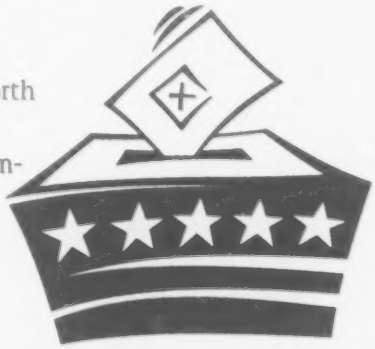
OBJECTIVES

As a result of this lesson, students will be able to:

1. Describe the importance of voting as a part of "active citizenship."
2. State their positions on several key issues.
3. Describe the differences between political parties.
4. Analyze candidates and issues as presented in campaign advertising.
5. Demonstrate the voting process

MATERIALS NEEDED

Let's Talk Politics, Indiana Chamber of Commerce, 1 North Capitol, Suite 200, Indianapolis, IN 46204-2248. Phone (317) 264-6888. Please request price list; videotaped examples of political campaigns from television commercials; table-top version of voting machine or punch-card voting system



STRATEGIES / ACTIVITIES

1. Introduce the lesson with a discussion of why it is important to vote in order to maintain a democracy. If you have the video "First Vote," show the video and design questions for the class.
2. Provide registration forms for students who wish to register for the election. Be sure you do this in class prior to 29 days before the election.
3. These activities can then be followed by a classroom election. The class can be divided into parties. You could call the parties Federalists and Nationalists if you wish to avoid the Democrats and Republicans. The class parties should be divided evenly to allow either party an equal opportunity to win the election. The parties should each elect party officials who will be responsible for drawing up an issues platform for their party. The class could then concentrate on nominating candidates from each party to run for various offices. The nominees for each party could be selected by holding a class primary election. Nominees could then hold formal

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debates on issues determined by the teacher. After the debate and time to campaign — speeches, posters, badges, video ads, etc. – a formal election would be held. Ideally the election would be held on Election Day. Voting on Election Day allows students to feel included in an important event. They begin to realize their vote makes a difference.

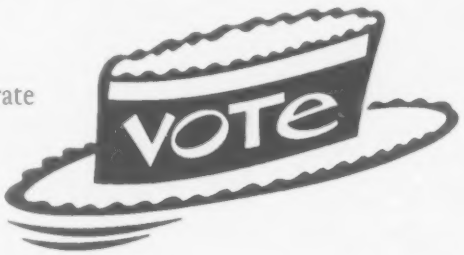
4. After the election a class discussion should be held to evaluate why one party defeated the other. This evaluation should be held for the national election and the classroom election.

SUPPLEMENTAL RESOURCES

- "First Vote," a curriculum unit with video *People For The American Way*
- "Decisions – Decisions," Tom Snyder Software
- *Courtroom Simulation – Chris Krafty vs. Gene Pool* – The Eli Lilly Center for Exploration, – Published by The Children's Museum of Indianapolis, Ind.
- Indiana Program for Law-Related Education, Social Studies Development Center, Indiana University, 2805 East 10th Street, Room 120, Bloomington, IN 47408. Phone (812) 855-0467.

EVALUATION

Give a quiz on the election process. Require students to demonstrate they can vote on a machine or punch-card voting system.



GRADE LEVEL 12

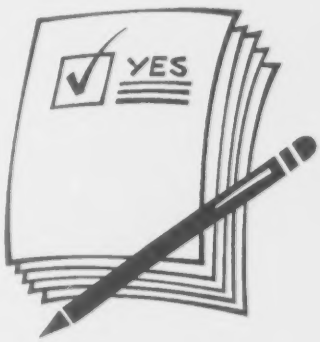
LESSON 2

the role of polls

INTRODUCTION / MAIN IDEA

Polls and pollsters have played an increasingly important role the past 20 years in electing candidates. Polls can easily be skewed and manipulated. Valid polls will follow sound procedures of sampling from the total group being studied. This lesson is designed to sensitize students to examine how a poll is conducted before they recognize the results as valid.

OBJECTIVES



As a result of this lesson students will be able to:

1. Describe random selection as a characteristic of a valid poll.
2. Differentiate between scientific polling and on-the-street interviews or call-in opinion questions.

MATERIALS NEEDED

Handout "Class Poll Exercise"

STRATEGIES / ACTIVITIES

1. Introduce the term "polls" and discuss what polls students have heard about. Bring in a copy of a recent magazine or newspaper poll to share with students. Ask them why that poll should be believed. List student answers on the chalkboard and discuss.
2. Announce that this class has the honor of running the first annual (school name) Poll. Divide the class into thirds to form three polling teams.
3. All three teams will use the same questions, which are listed on the handout, "Class Poll Exercise." Review the handout with the class and determine the office and candidates to be used in Question 3. Specify that all polling results will be kept anonymous and confidential.
4. Assign the following activities to be completed before the next class:
   a. Group 1 will conduct in-person interviews with people at school. People interviewed must be 18 or over.
   b. Group 2 will conduct in-person interviews with people outside of school. This includes community members who are 18 or over.
   c. Group 3 will interview by telephone people who are selected at random from the telephone directory. Careful guidelines should be followed, such as:
      1. Calls should be made before 8 pm.
      2. Callers should adhere to the script in the polling exercise.

3. Only those who are randomly selected from the directory can be called.

5. Allow each group to meet for 10-15 minutes to organize for their assignment. Each group should select a leader. Each individual should contact five or more people before the next class. Specific concerns for each group are as follows:
   a. Group 1 should plan how to contact people at school, including students, teachers, administrators, and staff. Class pollsters should fill out a separate poll sheet for each person interviewed. No person should be interviewed twice.
   b. Group 2 should plan how to contact people outside of school. Again, a plan to avoid duplication is needed.
   c. Group 3 should use a telephone directory to choose five or more numbers per group member. Random selection can be done by first choosing page numbers at random with board-game dice, with random number tables, or simply by opening the book blindfolded. The same technique can then be used to locate one number on the selected page. Another quick random selection technique is to select a two- or three-digit number, such as "52." Then take every 52nd number from the book. This process might be done so that the whole class can discuss random selection.
6. Ask each group to bring results to the next class.
7. At the beginning of the next class, allow each group 5-10 minutes to organize the results.
8. Ask the leader of each group to present the results. Write the findings on the board in terms of percentages.
9. When all three groups have reported, discuss the following questions:
   a. Do the three groups agree or disagree? Why?
   b. Which finding best represents the thinking of your community? Why?
   c. Why is random selection used in polling?
   d. Did Groups 1 and 2 tend to interview friends or strangers? How could this factor influence the results?
   e. Could the wording of the question affect how people respond? Think of a way to reword the question that might get a different response. (Example for Question 3: In the election for (office), which candidate do you think will win?)
   f. What words or phrases are sometimes used in polls that can bias the response? (Examples: Do you favor the incumbent for re-election? Do you favor a change to new leadership?)

EVALUATION

1. Describe the purpose of random samples.
2. Find a recent newspaper poll and analyze the sampling techniques used.

class poll exercise

Read the following statement and questions in exactly the same way to every person contacted in the course of conducting the poll.

READ: "Hello, our class at school is conducting a poll regarding the upcoming election. Our poll is completely confidential and is intended for educational purposes. Would you be willing to answer three questions as part of our poll?"
Yes_____ No_____

(If the response is "no," courteously say: "Thank you for your time.")
(If the response is "yes," say: "Thank you. The first question is:")

1. "Are you registered to vote?" Yes_____ No_____ I don't know_____

"The second question is:

2. "Are you planning to vote on Election Day?" Yes_____ No_____ I don't know_____

"The third question is:

3. "In the election for (NAME OFFICE), for which candidate do you plan to vote?"

Candidate 1_____

Candidate 2_____

Candidate 3_____
(if any)

Undecided_____

"Thank you very much for your help."

adapted from *Teaching About Elections in Indiana Schools*, Indiana Department of Education

RESOURCE
additional resources
GUIDE

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ADDITIONAL RESOURCES (Please call for price listings and availability)

Close Up Foundation, Department C322, 44 Canal Center Plaza, Alexandria, VA 22314-1592. Phone (800) 765-3131 *Teaching Presidential Elections '96*

C-SPAN in the Classroom, 400 North Capitol Street, NW, Suite 650, Washington, DC 20001. Phone (800) CSPAN98 tapes of election programs

The Evansville Courier and ***The Evansville Press***, P.O. Box 268, Evansville, IN 47702-0268. Phone (812) 464-7562 election materials

Indiana Chamber of Commerce, Publications Department, One North Capitol, Suite 200, Indianapolis, IN 46204-2248. Phone (317) 264-6888 *Let's Talk Politics* and *Here is Your Indiana Government*

Indiana Department of Education, Center for School Improvement and Performance, Room 229, State House, Indianapolis, IN 46204-2798. Phone (317) 232-9131 (Ask for Christine) *Teaching About Elections in Indiana Schools*

Indiana Election Commission, Indiana Government Center South, 302 W. Washington Street, Room E204, Indianapolis, IN 46204-2738. Phone (317) 232-3939 or (800) 622-4941 for information on voter registration

The Indianapolis Star and ***The Indianapolis News***, Educational Services, P.O. Box 145, Indianapolis, IN 46260. Phone (317) 633-9431 or (800) 633-9431 *Elect to Connect*

League of Women Voters of Indiana, 2346 Lynhurst Drive, Suite 303, Indianapolis, IN 46431. Phone (317) 925-4757 for information on how to register

National Clearinghouse on Election Administration, Federal Election Commission, 999 E. Street NW, Washington, DC 20463. Phone (800) 424-9530 *Essays in Elections*

Secretary of State's Office, Election Deputy, Statehouse, Room 201, Indianapolis, IN 46204. Phone (317) 232-6531 Candidate guide, election reports, certified list of candidates

POLITICAL PARTY HEADQUARTERS:

Democratic State Central Committee Headquarters, 1099 N. Meridian, Suite 910, Indianapolis, IN 46204. Phone (317) 231-7100 or (800) 223-3387

Republican State Committee Headquarters, 200 South Meridian, Suite 400, Indianapolis, IN 46225. Phone (317) 635-7561 or (800) 466-1087

Libertarian Party, P.O. Box 1061, Indianapolis, IN 46206. Phone (317) 923-9395 or (800) 682-1776

suggestions for family involvement

Parents and family members are an important element in successful teaching about elections. It is important to keep families informed and provide opportunities for involvement. This is also an opportunity to educate the adult community and encourage participation in the electoral process. The following list suggests ways to involve families.

- Send home a list of items for parents and students to collect together: 1) campaign posters; 2) campaign buttons; and 3) reports of past elections in magazines and newspapers.
- Ask families to watch news together and keep a log of the information.
- Invite parents to help run the school classroom election. Or, ask them to serve as poll workers.
- Hold an election awareness meeting with candidates as speakers and invite families. Use distance learning technology to interact with candidates.
- Use parents as resources to explain voter mechanics.
- Keep parents informed about classroom election activities through newsletters and open houses in case they want to discuss them at home.
- Invite parents to help register 18 year olds.
- As a community event, hold a registration night for parents at school in September.
- Involve neighborhood associations in a registration drive.
- As a family, count ads on TV, billboards, radio and in the newspaper. How many are positive? How many negative? Are the messages effective? Evaluate the ads together.
- Ask parents to distribute student-made posters.
- Have parents work on a Get-Out-The-Vote campaign.
- Conduct student debates and speeches at your school and invite parents.
- Award prizes for the best voter education project done by a family.
- Choose a group of parents to judge an essay contest on the importance of voting.
- Provide a parent info line on the school telephone about elections.
- Suggest parents take children to the polls either before or after school.
- Encourage parents and children to visit with senior citizens to discuss past elections.
- Encourage family research projects to learn who the candidates are and what they stand for.

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Section 1:

Media Understanding

Recognizing the Role of the Media

OBJECTIVE

Students will recognize and evaluate various forms of media – print, electronic, and broadcast.

BACKGROUND

Since the first daily newspapers began in America in the 1780's, they have provided political information to the public, especially during elections. In the 19th century the press was strong, but partisan (biased). Most towns had rival newspapers representing the major political parties, praising their candidates and parties and criticizing their opponents. Current-day journalistic standards – objective reporting and freedom from influence by advertisers and politicians – began developing later in the 19th century.

Today newspapers still provide much of the public's political and election information, but they've become more objective, reporting events factually and confining opinions to the editorial pages. Newspapers have been around longer than most other forms of media and are still one of the most trusted for election information.

Today the public depends on media – print, electronic, and broadcast – for much of its election information. Mass media does a lot more than just report on election events and candidates' positions, though. It acts as a watchdog, investigating facts given by candidates, giving the public candid photos of candidates on the campaign trail, and checking candidates' backgrounds and voting records.

Media's impact on elections is significant. To get media attention, candidates:

- advertise to win voters
- make public appearances, grant interviews, appear in televised debates, appear on talk shows, pose for photos, and give speeches to get publicity and win voters. An important role of the media is to produce well-informed voters.

STRATEGY

Look at ways election information is presented by media:

- *news stories* – objective (factual), found in the national or A section with a dateline or in the local or metro sections; include the 5 W's of the election (who, what, when, where, why)
- *editorials* – opinion, biased; by editorial staff of the newspaper (found on the editorial page); about candidates, issues; use facts to back up their opinions.
- *editorial columns* – opinions by a columnist or staff writer - an expert on a specific topic; on the editorial pages and op ed pages.
- *editorial cartoons* – editorials in pictorial form; humorous treatment of serious issues.
- *features* – lighter stories about candidates' families, personal lives.
- *comics* – a humorous representation of society.
- *paid political ads* – throughout the newspaper; tell students that they are paid ads.

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- endorsements – on the editorial page; the newspaper's support of a candidate.
- letters to the editor – on the editorial page; opinions sent in by readers.
- Worldwide web pages – the newest type of election information.
- Web sites to tour are Campaign 96 at http://campaign.96.com/ or CNN/TimeALLPolitics at http://AllPolitics.com/

ACTIVITIES

1 *Where Did You Find It?*

* Find an example of election coverage from each type of media source (print, electronic, and broadcast).

** Record in a journal the number of information pieces you found from each media source.

*** Record in a journal the number of information pieces you found from each media source. Evaluate the effectiveness of each source. What effect can the media have on the outcome of an election?

2 *Out in Public*

* Cut out a picture of or a headline about a candidate making a public appearance.

** Identify ways the candidates have used the media to influence public opinion. Explain why the media should or should not be used to sway public opinion.

*** With the amount of media coverage given to all the candidates, why do they all hit the campaign trail?

3 *Politics Make the Funnies*

* List or cut out all comic strips in one day's newspaper that mention the election and explain the reference. Based on the cartoons, what do you think the cartoonists' attitudes are about the candidates or issues mentioned? Why?

** Find a newspaper article that supports the issue in the cartoon.

OBJECTIVE

Students will be able to compare media sources and analyze their effectiveness.

BACKGROUND

To examine the media coverage of political candidates one can monitor the amount of space and time given to candidates of different parties in various media, focusing on news and news-related coverage.

Since the media has such an impact on public opinion, students must learn to become critical readers. "Critical" means "a process of careful judgment and evaluation. Following election campaigns, issues, policies and candidates in the news can help students become critical readers.

Students must also consider a writer's sources of information and his reliability. For example, a writer or reporter might get information from the public – through letters and phone calls, press conferences or releases by candidates and others, public records – like police reports, tax records, statistics, government reports, or speeches and statements given by candidates themselves.

STRATEGY

Newspaper and television material must be examined carefully to make valid conclusions. Students should ask questions such as these to evaluate election news sources:

- Who is the writer or broadcaster?
- Is the person an expert on this topic?
- Are the facts presented clearly ?
- Are the writer's statements backed up with fact?
- Does the writer use fact or opinion or both?
- What is the writer trying to accomplish?
- Does the writer have anything to gain if readers accept his point of view without question?
- One good source of information about on-line's effect on elections is the Political Participation Project, which deals with a research project on how computer networks are affecting political participation in the United States (both traditional campaigning and voting, and electronic – E-mail and on-line petitions). The site's address is: http://www.ai.mit.edu/projects/ppp/home.html. Another election web site to visit is the Nando Times at http://www2.nando.net/nt/politics/

- Compare foreign media's coverage of the U.S. election, including where it is located in their newspaper, how much space is allotted and how they write about it. What is the perspective of the foreign press toward U.S. elections? Foreign newspapers are available at major libraries or can be requested through NIE Target Date data available from NIE Information Service. Surf the Internet for foreign sites to see how and if they cover the U.S. elections.

ACTIVITIES

4 *Elect Via the Net*

* Do a worldwide web search to find web pages dealing with the elections. Note the differences. Do some of them favor one candidate over another? Are they sponsored by an outside source (advertiser) or are they paid for by the political party of the candidate? Can you tell where the page originates? Compare web sites from different cities. Choose one of the sites of the newspaper companies other than your own.

**/ How can on-line resources improve election coverage? Hamper it? Draw a Venn diagram.
*** Label one circle 'traditional coverage' and the other 'new media.' In each circle find examples of election coverage from the appropriate sources. In the intersect, put examples that are the same in both sources. After completing this activity, write a news story to support the use of new media.

5 *Traditional and New*

* Watch one national and one local news broadcast (30 minutes each). Time how many minutes are devoted to elections on each broadcast. Create a graph to show the results.

** Newspaper 'white space,' space for a story, is limited to a certain number of inches or columns. Radio and television spots are limited to a certain number of seconds or minutes. Compare the amount of space given a story in the newspaper and the time given the same story on the radio or television. This could be done on a graph.

**/ Use a newspaper article to write a radio or TV spot about the election. The amount of time
*** given for the audio spot may require a condensed version of the newspaper story.

*** Compare the percentage of time in each newscast spent on election news with the percentage of time spent on other issues such as crime, the economy, etc.

6 *Sound Bytes Bite?*

* Compare newspaper election articles and television election coverage for one week. Which gives more in-depth coverage? Were accounts of the same events similar?

** Make a graph or chart showing the number of election stories each day. Categorize by types of stories. (Feature, news, analysis or editorial.)

*** List the advantages and disadvantages of each type of media.

7 *Cover It In-Depth*

*** Following a presentation by or about a candidate, use the following criteria to rank the candidate's presentation (four being the highest and one the lowest).

	4	3	2	1
well-organized				
captivating				
relevant				
insightful				
clarity of candidate's position				
quality of oral presentation				
appropriate visuals				
demonstration of commitment				

8 *How Do You Decide?*

* Follow the media for a week. Keep a log of information about the election, completing a chart with the following information:
  - day of week
  - information about Democrats
  - information about Republicans
  - information about candidates of other parties

  For each of those categories, (Democrats, Republicans, Other), tally how many are favorable and how many are unfavorable.

** To determine whether media coverage is balanced, use the following criteria:
  - where a story appears (i.e.. front page, end of broadcast, buried deep within a web site)
  - time and space allotted for a story
  - use and accuracy of statistics
  - use of flattering or unflattering photos
  - tone or word choice

9 *Is the Coverage Balanced?*

*** Can you tell by reading the newspaper's editorial pages which candidates the paper supports or opposes? These candidates can be local, state or national. Some papers support a particular party rather than a specific candidate. Do a Target Date study with other newspapers to see which candidates or party they endorse. Target Date involves collecting newspapers from other cities on a set date and then comparing the coverage in the different newspapers.

*** Determine whether your newspaper presents a biased point of view anywhere other than on the editorial pages. If so, where? With the Target Date papers, compare your newspaper's coverage with the others.

10 *Tele-Election*

* Play an election version of the gossip game. The teacher will whisper one fact about the election from a news article to a student at one end of the room. The information is repeated from student to student until everyone has passed on the fact. What is the final version of the information? How does information change by being passed from source to source?

11 *Traditional and New 2*

**/ Divide into teams. Teams will analyze print and electronic media for one candidate. The
*** teacher can assign candidates to groups or each group can select their own candidate. Use the following criteria as a guide:

- where a story appears (i.e.. front page, end of broadcast, buried deep within a web site)
- time and space allotted for a story
- use and accuracy of statistics
- use of flattering or unflattering photos
- tone or word choice.

Compare the analyses between the teams.

Discriminating Between Fact and Opinion

OBJECTIVE

Students will identify the difference between fact and opinion in various sources of media.

BACKGROUND

Straight news stories contain only facts. Any opinions in news should be quoted. Straight news stories begin with a lead paragraph which contains the 5 W's and H - who, what, when, where, why and how. Sometimes 'why' and 'how' are covered later because they take longer to explain. The rest of the story will contain supporting details.

STRATEGY

Expose students to various types of news coverage in print, electronic, and broadcast media: hard news, editorials, editorial cartoons, features, columns, political ads and debates.

ACTIVITIES

12 *Editorially Speaking*

* Find editorials, letters to the editor, and cartoons which support or criticize candidates. Underline statements of fact and circle statements of opinion in each.

13 *Which Is Most Effective?*

** Using editorials, editorial cartoons, letters to the editor, political ads, and columns, select two which discuss the same issue, but express different opinions. List the facts and opinions each uses. Decide which of these is more persuasive and explain why.

14 *Face the Facts and Opinions*

*** Divide into small groups and have each select a candidate. Look at all forms of media and choose one item from each source (i.e. news story, point of view, television interview, political ad, editorial or commentary, debate, political cartoon).

For each of those news items summarize the main idea, and list facts and opinions. Create one collage using all the facts you found and another using all the opinions you found. Exchange collages with another group. Using the facts collage, write a news story (for the newspaper, broadcast, or the web) and present it to the class. Or use the opinions collage to write an editorial or commentary piece or draw an editorial cartoon.

Creating an Image

ELECT • TO CONNECT

OBJECTIVE

Students will understand candidates' use of media in creating an image.

BACKGROUND

For most people the media – television, newspapers, radio, and magazines – is the primary source of election information. In fact, the media's power is so great that it is sometimes referred to as the fourth branch of the government. Without the media, most voters would not have enough information to make an intelligent vote. The media gives voters information through active coverage and reports of campaigns and in political ads candidates pay for to project the image they want. Media coverage has a great deal of influence on the public's perception of a candidate.

Images of candidates were once developed and controlled almost completely by partisan newspapers or in fliers, but now they are influenced by television, newspapers, magazines, radio, and on-line sources. Advertisements and paid political announcements are a big part of creating a positive image for any candidate by stressing their achievements, their leadership abilities and their character.

Candidates also try to obtain free positive news coverage in the various forms of media by making planned speeches, mentioning poll results that favor them and planning fund-raising events. The incumbent presidential candidate has an even greater advantage over his opponents because he can get media coverage by scheduling press conferences and carrying on the daily business of the President.

STRATEGY

A candidate's image can be greatly affected by his physical appearance in photos, on television and at public events.

ACTIVITIES

15

A Picture Is Worth 1000 Votes?

* Look at photographs of the candidates and rate them based on appearance.

	agree strongly	agree somewhat	unsure	disagree somewhat	disagree strongly
honesty					
leadership					
caring					
sense of humor					
knowledge					
sincerity					

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16 The Preferred Image

** Looking at candidates' photos, use the following profile, designed by Robert Goodman, to rank candidates in order of best to worst image.

- face should show character; not round or chubby, no facial hair, good-looking, but not glamorous (glamorous might seem insincere).
- eyes are the most important feature; should look intelligent, passionate; glasses okay, but clothing, etc. should not detract from the eyes.
- has a full head of hair; touch of gray may show maturity.
- nose is average.
- ears are not too big.
- his height is 6 ft. - 6 ft. 2 in.
- voice is deep; accents are okay, but a high voice can make people uncomfortable.
- his dress is dark blue or gray suit; single-breasted, nicely tailored; a simple tie, preferably red.

How does this image compare with past presidents'?

17 Play It Up or Play It Down

*** Candidates often manipulate voters by hiring consultants to handle their campaigns – designing ads, writing speeches and arranging appearances to sway voters for them or against their opponents. Two popular ways candidates' campaigns influence voters are:

Playing Up:

- repeating slogans, logos, so they become familiar
- associating candidates with patriotism or someone well-known (movie star, war hero...)
- careful phrasing of what's said or written

Playing Down:

- omitting information or telling half-truths, or saying nothing at all
- deflecting attention from the issue with humor or by changing the subject
- confusing the issues by giving such complicated answers or using so much jargon that the public doesn't understand.

Find and label examples in the newspaper and on television where these strategies are being used. Make a bulletin board about playing up and playing down.

18 What Influences Most

** Find examples of statements or promises a candidate makes that are hard to believe. Which candidate is most believable? Why?

** Find examples of things a candidate said or did that he may regret. Which of these factors has the greatest influence on campaigns: appearance, religion, race, sex, education, financial background, social class, geographical location?

Evaluating Political Ads

OBJECTIVE

Students will examine political messages in advertising.

BACKGROUND

Newspapers are responsible for the content of their news stories and news analyses, while ads are paid for by particular groups or persons. That is why news stories differ from ads.

Many ads use propaganda to persuade and influence voters and get support for their candidates. It is the voter's responsibility to analyze issues, learn about candidates and make intelligent, informed decisions. Understanding the different propaganda techniques will help students to become discriminating voters. Some popular techniques are:

- *bandwagon* – convincing the public that 'everyone' is voting for the candidate
- *card stacking* – presenting only favorable facts about a candidate, omitting unfavorable facts
- *glittering generalities* – using broad vague words to influence voters and get acceptance without looking at the facts
- *name-calling* – giving opposing candidates bad labels to get voters to reject the opponent without looking at the evidence
- *plain folks* – making the public think the candidate is ordinary, just like them
- *transfer* – associating something the public thinks is good with the candidate, i.e. freedom, flag
- *testimonial* – getting famous, well-liked and respected people to support the candidate

STRATEGY

A web site to visit is the propaganda home page on the worldwide web: http://carmen.artsci.washington.edu/propaganda/contents.htm

ACTIVITIES

19 *Why Would You Vote for That One?*

* Clip two political ads for each candidate and put them on paper. List reasons the ad gives as to why you should vote for this candidate.

20 *Smear 'Em*

** Find a negative ad that tells why the reader should not support a candidate. List the reasons the ad says you should not vote for him? Who paid for the ad? Why would that group have that opinion?

21 *You Will Vote For Me*

** Analyze a political ad. What propaganda techniques does it use?

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22 *How Do I Best Get Your Vote?*

** In addition to ads, collect campaign buttons and stickers. Identify the propaganda technique used. In both the ads and the other campaign material, identify which technique seems to be used most often.

23 *Does It Ad Up to News?*

*** Compare an ad and a news story about the same candidate. How are they different?

24 *News That Sells*

*** Find an ad that quotes a news story or editorial. What conclusion is the candidate drawing in the ad?

25 *We Give It Our Stamp*

*** Choose an ad in one of the forms of media. Write a summary including the following information:

- What group is paying for the ad?
- What issue is the group supporting?
- What candidate is the group supporting?
- What information can be found about this organization?
- Why would this group want a certain candidate or party to win?
- Does this group have anything to gain by his/her election?
- Have any facts about this candidate or issue been omitted from the ad?
- What persuasive techniques are being used?
- What sources of information are quoted or mentioned?

26 *Design Your Own*

*** Design an ad, brochure, bumper sticker, or button for a candidate. Indicate on a separate sheet of paper which propaganda technique you used, if any.

Interpreting Political Cartoons

ELECT•TO CONNECT

OBJECTIVE

Students will interpret political cartoons and caricatures.

BACKGROUND

Like editorial writers and columnists, the job of editorial cartoonists is to make people think by focusing on issues. However, the cartoonists must depend on drawings to make their points. They must hit hard on one side of an issue or concern because they can't say, like a columnist can, "On the other hand...." Editorial cartoonists rely on humor in their cartoons. They assume the audience keeps up with news and understands enough about the issues to understand their messages. Often readers get angry when the cartoonists poke fun at people they like, but the cartoonists see themselves and all media, as watchdogs. They believe if they can get readers angry or can just make them think about an issue, they have done a good job.

Cartoons on the editorial pages help provide readers with additional viewpoints during election years, as well as a bit of humor on serious topics. Some of the cartoons will include caricatures, pictures that exaggerate some feature of a person — bushy eyebrows, big nose, floppy ears, baldness — for humorous effect. Other techniques cartoonists can use to help the reader understand their work are: labels, captions, symbols and stereotyping.

Weighed Down

STRATEGY

To help students understand editorial cartoons, share with them the different techniques used by cartoonists to create humor:

- *exaggeration* – overstating or magnifying a problem
- *irony:* saying the opposite of what they mean
- *symbolism* – using something that stands for something else
- *satire* – attacking or making fun of something or someone
- *caricature* – exaggerating a peculiar physical feature of a person
- *stereotyping* – making generalizations about people based on their membership in a class, their gender, religion, or ethnicity

Use the list of symbols on the next page to discuss these ideas.

For a global perspective:

- Compare and contrast editorial cartoons of the U.S. candidates/ issues from different U.S. newspapers and foreign newspapers.
- Create a bulletin board using a large world map. Have students clip photos of world leaders and pin them on their respective countries to the map. Cut out political cartoons and put them around the map. With string or yarn, connect any political cartoons about the leaders to their pictures. This shows students which world leaders are most influential in shaping the world.

ACTIVITIES

27 *Draw It Politically*

* Locate a political cartoon about the election.
  - Who is the cartoonist?
  - What is the cartoonist's point of view?
  - Do you agree with the cartoonist's point of view? Why or why not?
  - Does the cartoonist support a particular candidate or party?
  - What does the cartoon say?
  - What symbols are used?
  - At what does it poke fun?
  - Did a news story or particular event inspire the cartoon?
  - How effective is it?

28 *From the Pen of the Cartoonist*

* Find editorials, letters to the editor or columns on the same topic as the cartoon. Do their creators (writers) have the same viewpoint as the editorial cartoonist? These articles or cartoons do not have to all be in the newspaper on the same day.

29 *Repeat Cartoons*

** Compare political cartoons from your newspaper over several days. Do some issues seem to be repeated? Can you tell what issues seem to be important in your area?

30 *"Politically Correct" Cartoon Design*

*** Draw an original editorial election cartoon using as many of the symbols, caricatures, and stereotypes as you can. Exchange your cartoon with other class members and interpret each other's cartoons. Make a display of these cartoons to be shared with the school.

Symbols

Some examples of symbols are:

peace – dove, olive branch, victory sign
Egypt – camel, pyramid, sphinx
Russia – hammer & sickle, bear
Communism – red star
war – Mars, bombs, rockets, guns
Israel – Star of David
U.S. – President, Uncle Sam, flag, stars & stripes, shield, eagle
Democrats – donkey
Republicans – elephant
death – vulture, skeleton with shroud, skull & crossbones, grim reaper
love – heart, Cupid, Venus
China – dragon
England – lion
heroes or good guys – wear white
bad guys, villains – wear black